Girl Scout Leader's Guide

INTERMEDIATE PROGRAM

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Girl Scout leader's guide

THE GIRL SCOUT PROMISE

On my honor, I will try:
To do my duty to God and my country,
To help other people at all times,
To obey the Girl Scout Laws.

THE GIRL SCOUT LAWS

1. *A Girl Scout's honor is to be trusted.*
2. *A Girl Scout is loyal.*
3. *A Girl Scout's duty is to be useful and to help others.*
4. *A Girl Scout is a friend to all and a sister to every other Girl Scout.*
5. *A Girl Scout is courteous.*
6. *A Girl Scout is a friend to animals.*
7. *A Girl Scout obeys orders.*
8. *A Girl Scout is cheerful.*
9. *A Girl Scout is thrifty.*
10. *A Girl Scout is clean in thought, word, and deed.*

Girl Scout leader's guide

INTERMEDIATE PROGRAM

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Introduction

The little girl in the green uniform and trefoil-marked beret is fast becoming one of the most familiar sights on the American scene. Everyone agrees that Girl Scouting has come to stay in our country, but what is there about it that appeals so strongly to our young girls? What does it stand for, and how did it all get started?

As you can read in the *Girl Scout Handbook,* Scouting was started by Lord Robert Baden-Powell in England soon after the close of the Boer War. He had found during his experience as a British officer that most of the young soldiers under his command, brought up in an industrialized world, were losing the knack their forefathers had had for getting along in the natural world. But even more important, he found that this physical dependence was threatening to weaken the independence of their minds and spirits. Knowing that a democracy depends entirely on the strength of its individual citizens, he determined to do something to help the young people of his country develop their self-confidence both morally and physically.

Lord Baden-Powell's original plan for Scouting was almost revolutionary in its early days. Children, he felt, learn much more when the impulse to learn comes from within themselves than they do when information is merely forced on them. He was one of the first to realize that education must be more than piling up knowledge and earning medals —that youngsters must be taught how to live as well as how to get a living.

He always referred to his scheme as the *game* of Scouting, because he wanted it to mean fun and adventure. But to foster the self-discipline of the young Scouts, he also developed a code of ethics in their own terms—the Scout Promise and Laws. He was convinced that a program built around the comradeship of the gang, so natural to children, and guided by the Scout Promise would result in an *esprit de corps* that would bring out the best in every member.

Girl Scouting was brought to the United States in 1912 by Juliette Low, a friend of Lord Baden-Powell. She wanted American girls to have a chance to learn the self-reliance and skill that would make it possible for them to be active citizens when they grew up. And she saw Girl Scouting, with its emphasis on individual growth and zest for life, as an ideal way of forming such citizens.

In the years since then, the Girl Scout program has been studied, changed, and expanded to keep pace with the interests of children, but the purpose of Lord Baden-Powell's original idea has remained essentially unchanged. Today, girls are still making the Promise that echoed in meeting rooms in 1912, and any child will tell you that a promise is a precious thing. Fun and achievement still form the basis of the program's appeal. And now, as then, the adults whose volunteer help is the strength of the organization are finding satisfaction in working *with* girls, in helping to educate rather than merely to instruct them.

The ways of work in Girl Scouting, to which every adult member subscribes, give form to the basic characteristics of

the Girl Scout movement. They draw to the organization those men and women needed to make Girl Scouting possible:

Girl Scout membership is open to *all* girls, some of whom rush to us, some of whom need to be reassured that they are welcome.

And Girl Scout membership is voluntary. This matter of free choice gives a buoyancy to the program. It enhances the partnership of girls and adults; it sets the stage for the democratic participation that gives each person a chance to be herself.

The Girl Scout ethical code is the heart of the program. The Promise and Laws—written so simply that even the youngest members can understand them, yet inclusive enough to offer strength in every situation—ask no absolute, only that each Girl Scout do her best.

Today the rapidly growing Girl Scout organization is dedicated to serving every girl from seven through seventeen who wants to join. It takes pride in the fact that its strength comes from its volunteers. You are one of those volunteers, and this book is written to help you do the best job you can for the young girls whose future means so much to all of us.

PART I

Part I is primarily for those leaders new to Girl Scouting. It includes:

CHAPTER 1
The leader in Girl Scouting

CHAPTER 2
Starting your troop

CHAPTER 3
What troop meetings are like

CHAPTER 4
The girls in your troop

CHAPTER 1

The leader in Girl Scouting

WHAT IS GIRL SCOUTING?

What is Girl Scouting? It is the adventure of laying and following a trail in the woods; the rousing singing accompaniment for a dramatized ballad; the warm thanks of a mother who says, "My daughter is a different child"; troop members serious about making democracy work; troop camping, with a pioneer spirit stirring and the hush before "Taps" at the close of a campfire; the solemn moment of investiture when you hear another new Scout make her Promise; the smile you manage as you set off with your knobby bundles for Scout meeting just as your neighbors leave for a tea in new spring bonnets; the feeling of kinship with Scouts and Guides all over the world.

All this, and more, will come to mean Girl Scouting to you, whether your primary reason for becoming a leader was to make Scouting possible for your daughter, to meet more people in your new community, to give back through leadership the experience you so enjoyed, or to do something

civic-minded in your town. From such fun and friendship come the rich experiences which give the voluntary youth agency its important place in American society.

Girl Scouting has always been recognized as a way of giving girls realistic citizenship training. Since the first troop was started in 1912, Girl Scout troops have always been planned as small, democratic working groups in which girls elect their own officers, make their own plans, and accept responsibility for carrying out those plans. Girl Scouting, which welcomes all girls regardless of race, creed, and color, provides an ideal framework in which to learn and to practice democracy, for it teaches a girl to understand and respect the rights and beliefs of others.

Girl Scouting is a strong national movement, yet its local units are self-governed and self-directed, reflecting the civic interest and the recognition of children's needs in each locale.

All the hundreds of thousands of adults in the Girl Scouts of the U.S.A., men and women, welcome you to the organization. Through one program, developed on three age levels—Brownie 7–9, Intermediate 10–13, Senior 14–17—they serve millions of girls in America. Like yourself, these adults help, either directly as leaders or indirectly as board or committee members, to achieve the purpose of Girl Scouting:

> *The Girl Scout Organization is dedicated to helping girls develop as happy, resourceful individuals willing to share their abilities as citizens in their homes, their communities, their country, and the world.*

This purpose is achieved through a program that is based on a voluntarily accepted code of living. The program is carried out in small groups under the guidance of adult leadership. It provides a wide range of activities developed around the interests and needs of girls, and offers opportunities for fun, friendship, service, and daily practice in living the Girl Scout Promise and Laws.

WHAT MAKES A GOOD LEADER?

If you are a woman who really enjoys being with girls of this age, who can make them feel your belief in their abilities, and who is in sympathy with the aims and purposes of Girl Scouting, you are well on your way towards successful leadership of a Girl Scout troop.

As you meet with your troop members several hours each week, you will develop a real affection for them, perpetual motion, giggles, and normal hi-jinks notwithstanding! This growing love is what the girls need most. Because of it they are assured that you are an adult who cares about them as individuals and understands their ups and downs.

As a Girl Scout leader you occupy the privileged spot of an adult friend who is fun to do things with and is fair. You share the free relationship of the favored aunt or the nice person who lives next door, a relationship quite different from that of parent or teacher.

LEADERSHIP IS A PARTNERSHIP WITH GIRLS

Leadership is first a partnership with girls. Under your guidance girls learn to think for themselves, to develop logical plans, to appreciate the contributions of others, to push back their own horizons, and to translate their ideals into action by *doing things*. They learn to do things with other people and for other people, things that are fun, things that are new and exciting and may be hard for them, things different from those they do in school, things that can't be done without some adult help.

While the girls' focus is on activities, yours is on the girls. The things the girls do, the ranks and badges they acquire, are carefully chosen tools which help achieve the Girl Scout purpose.

Girls need time, individually and collectively, to under-

stand their new partnership with you. They need to know why Girl Scouts work as they do, for no partnership can last without mutual understanding. They need to know that sharing does not mean that each partner does the same thing, needs the same thing, or gets the same thing. They need to see that each partner, according to her ability, accepts her share of responsibility and makes an important contribution.

Each partner, they will find, lives up to the same Promise and Laws. Loyalty, service, trustworthiness will mean more to the girls when they see your example in such simple, obvious acts as being on time for meetings, carrying through on the things you "promise" to do, standing up for the girls when others despair for the current younger generation. The girls' eagerness to share in the partnership will grow as they come to trust your part in it and learn from you what their part is.

AND A PARTNERSHIP WITH OTHER ADULTS

Leadership is also a partnership of adults. If your troop is part of a Girl Scout council, you will find many Scout people who stand ready to help you. Even if your troop is not part of a council, you will work in partnership with a group of adults—your lone troop committee—which serves your troop in many specific and time-saving ways. An introduction to these people and to their jobs is given in Chapter 14.

Your closest working relationship will be with the other leader of your troop. Every Intermediate Girl Scout troop must have one adult leader, and most troops also have an assistant leader. One of the adults is designated "leader" because official responsibility for each troop must be placed with one person. The "leader" is responsible for seeing that the administrative details of the troop (troop registration, progress records for the individual girls, troop financial records, and records required by your council) are carried out. Both leaders, however, must meet the same general qualifications

for their leadership jobs and both receive the same training. Each is equally important to the progress of the troop and to the development of individual girls. In this book and in all Girl Scouting, unless referring specifically to some technical responsibility, the term "leader" is used broadly and includes both leaders and assistant leaders of all troops.

The contributions of each leader depend upon the needs of the troop and the way in which the abilities of each supplement that of the other. One leader may be more expert outdoors, the other may shine in crafts. One of you may enjoy the details of paper work and finance, the other may find them a complete mystery.

While settling such details, you and the other leader of your troop will begin to discover whether you have similar attitudes about your expectations for this age group, how to work out problems of discipline or program which may arise, how you feel about cooperation with other troops and community groups. You will also be establishing a habit of talking things out together, a habit which will help to clear the air quickly when the inevitable snags appear. You will find that the team spirit grows as you talk over the troop plans together and jointly agree upon the part each is willing and able to carry. The example of smooth-working relations between the adult leaders will have a profound effect on your troop members' acceptance of the idea of teamwork.

THE TIME AND MONEY FACTS

The shared responsibility between the leaders of a troop extends too to the time and money that leadership requires. The time devoted to troop leadership varies with every leader. You will have to allow about two hours a week for the actual troop meeting and an equal amount of time for preparation and record keeping. Then there will be an occasional Saturday, holiday, or week-end outing on your troop time schedule. You will also spend some time learning the techniques or

skills you never knew before. This training may take the form of group conferences or individual help, a training course, or just reading and observation. And finally, meetings now and then with other troop leaders and adults in Scouting will give you time for exchanging ideas and sharing mutual problems and successes.

The money spent by a leader should be kept to a minimum. You are responsible for paying your own annual membership dues of one dollar. Other expenses, which are optional, include any books or equipment which you wish to consider as personal rather than troop property, a uniform which is not required but which most leaders enjoy owning, and, in some instances, small fees for training courses. Troop program materials and equipment should be purchased from the troop treasury. The money needed by the troop as a whole should be raised by the troop itself. Read Chapter 7, "Financing Troop Program," to find out how this can be done.

YOUR JOB AS A GIRL SCOUT LEADER

Every individual brings some special talent to her job as a Girl Scout leader, either from a hobby or job or from that most varied occupation—homemaking. But the most important thing any leader can bring is an interest in girls. *Your* job as a Girl Scout leader may develop as many facets as a grasshopper's eye because of the individuality which makes you you, your troop unlike any other, and your community situation a bit different from the next. *The* job of a Girl Scout leader can be summed up in the following six points:

You help the girls have a good time. Girls join Scouting for many reasons. Some long to have the fun their big sisters have been having. Others tag along with their eager best friend. Some are attracted by the uniform. Some dream of cook-outs and camping trips. Some arrive because their parents want them to. Many simply say they join to do new

things. But, all of them come expecting to have a good time.

When Girl Scouts find that they help plan what they will do in their troop, "a good time" can become so many things: active program after a long school day, ceremonies that appeal to the serious side, a needed service to be done or a problem to be solved. You will find that troop interest keeps mounting, for the satisfactions of a good time that is getting you somewhere are contagious.

Fortunately the enthusiasm and curiosity of young people are contagious too. You would not believe it if any one tried to tell you the new situations you are going to face and the fun you will have. Thousands of suggestions of things to do can be found in the rank and badge activities in the *Girl Scout Handbook.* Help on how to turn those activities into a worth-while good time for both you and the girls is the purpose of this book.

You help the girls take responsibility for the troop's affairs. Patience and fortitude! Just as you are ready to bow to the quibbling and the "Oh, I forgot," the miraculous something happens and the basic principles of self-government begin to show in your troop's government. A willingness to *let* the girls take on more and more responsibility is a first step. Patience to prepare them to do their job is a second. Helping them to understand why effective followers as well as leaders are important in a democracy is another.

We know that people are not born with the knowledge and ability to be responsible citizens in a democracy. This must be taught, and a Girl Scout troop is an ideal place to teach it. Every organization has details to manage, such as program planning, attendance, finances, equipment, records. You help by letting the girls handle as many of these details as their ages and abilities permit.

You help the girls learn new things and have new adventures. Starting with what you and the girls already know and enjoy, you move on to try the things they never quite managed to do before. You encourage activities different from

those they have in school, or you help them find new ways to use the old skills. Outdoor activities can be counted on to have a special appeal. When the girls become interested in something new to you, you learn along with them. Nobody expects you to know all the answers. All you need is a willingness to explore, to take the chance of acquiring new interests and skills yourself!

You help the girls learn to accept, appreciate, and enjoy other people. "A Girl Scout is a friend to all and a sister to every other Girl Scout." Increasing her understanding and acceptance of herself and other people is one of the important values a girl gains from Girl Scouting. You help by learning what each girl has to offer and encouraging her to weave this contribution into the troop's activities. As she finds her own place in the troop, it becomes easier for her to enjoy others.

You may invite a visitor who helps your girls learn new skills and at the same time strengthens their appreciation and understanding of someone different from themselves. You may suggest exchange visits or joint projects with other troops or community groups to help the girls make new acquaintances. With so many families on the move these days, girls have even greater need than before to be able to adjust to change quickly, to know how to welcome newcomers, to see the contribution which differences can make.

If your troop is composed of members of one national heritage or one economic, racial, or religious group, it is especially important for you to have your girls meet other Scouts in a variety of activities and thus to widen the circle of people they accept, appreciate, and enjoy.

You help the girls do their share as members of the Girl Scout organization in the community. Devoted as girls become to their own troop, they need to see their place as one troop linked by both the privileges and responsibilities of membership with the other troops in their community and throughout the United States. This helps them see why, in addition to making their own plans, troops help with over-all

council projects and why councils support the objectives of the National Organization.

Sometimes you will prepare your troop members for intertroop or council events, explaining the purpose of the special projects in which they will cooperate. You help them to develop community interests of their own. You see that troop government skills are applied to the election and preparation of well-qualified troop representatives for intertroop planning committees. You begin a chain of events which can produce active, community-minded citizens.

You help the girls live up to the ideals expressed in the Promise and Laws. Your girls will be at various stages in understanding the Promise and Laws and in their ability to apply them to their everyday lives. You begin with whatever it is each one knows about honor, courtesy, friendship, and so on, and patiently help her to learn more or to accept something better than she has had a chance to know before. Sometimes you do this by your own calm attitude and example; at other times you help the girls talk about their problems and reach an understanding. You do not scold, preach, or threaten. You do demonstrate, explain, and encourage.

As the girls begin to try a practical application of this code, you will find that group acceptance becomes a strong factor in helping the individual girl to live by the Laws more steadily.

YOUR RETURNS

This is your job—the most significant in Girl Scouting. It will not always be easy, but it will always be worthwhile. You will see youth in a new light. You will find that the girls expect from you an example which they can be proud to follow. By looking up to you, they challenge you to live up to them!

Working with young people has its baffling moments as well as its gloriously rewarding ones. Much to your surprise,

it may be that the year's most popular activity will prove to be that ghastly cook-out when the cloudburst diluted the stew. It is also possible that the bright day is yet to come when everyone remembers to bring what she promised.

In some unguarded moment, however, you may be privileged to see that you, and through you Girl Scouting, has made a difference in the life of a girl. Privileged to see a fairy queen with tinsel in her hair (and braces on her teeth). Privileged to see a child want to be elected patrol leader so badly that she makes herself stop being so bossy. Privileged to hear the pride in a child's voice as she reports she is *needed* now on family picnics because she is so good at building fires. Privileged to read in a story written for a school assignment, "Now that I can take care of myself, even in the woods, I'm not so afraid of things in town." Then, you will know that the best in yourself, which you gave to these girls, has returned to enrich your own life. You will have new friendships and new interests. But more than that, you will have a new humility that such happiness can come to children through your efforts and understanding.

CHAPTER 2

Starting your troop

Did you belong to "The Secret Six," "The Jolly Juniors," or "The College Avenue Clan," when you were young? Did you sign notes to these friends "F.T.W.D."? Girls who live near one another, go to the same school, attend the same church, or meet in the same vacation spot just naturally get together. They find all sorts of things are fun with a group that aren't possible alone. They mull over and try things they wouldn't try by themselves. They write and produce plays, cook to supply their candy booth, or sew in order to have identical skirts. With or without elections, some girls become the leaders. If the club gets too big, smaller subgroups grow up inside it, because everyone wants an important place in the scheme of things. If too many cannot make the meetings or a new interest comes along, the enthusiasm soon falls flat, and the whole bright idea becomes one of those childhood experiences to be remembered with nostalgia years later.

So Girl Scouting didn't think up this club idea. What Scouting has done is to build on young girls' natural interest in clubs and help make it something more lasting and worth-

while. Many ideas which would die in the planning with undirected groups get carried out because Scouting has added adult leaders to the group to help the girls realize their plans. This group of friends with their adult leaders we call a *troop*.

How does a troop get started? The questions in the check list on page 19 indicate the things that must be done before your group becomes an official Girl Scout troop. Some Girl Scout adult responsible for troop organization in your community may have already taken care of the first five items on the check list, but all are listed so that you will be aware of the total procedure. If you can answer "yes" to *all* the questions, skim this chapter. If any of your answers are "no," you will find help in this chapter, in other parts of this book, and in the *Girl Scout Handbook*.

PERMISSION

Most Girl Scout troops are organized under the jurisdiction of a Girl Scout council. For permission to form a troop and for help in organizing it, contact your council office. If none is listed in your telephone book, ask a person already in Girl Scouting whom to contact or get the name of the council president from the chamber of commerce or your local newspaper.

If you live in an area where there is no council, your troop is known as a lone troop. Permission to organize such a troop must be obtained from national headquarters. Write for permission to the address given in the front of this book.

SIZE AND AGE RANGE

Intermediate troops may vary in size from a minimum of eight to a maximum of thirty. In general, a troop should be small enough for the girls to become acquainted with one

CHECKLIST FOR STARTING A TROOP

	YES	NO	IF ANSWER IS NO:
1. Do you have permission to start a troop?			Contact your council or write to national headquarters.
2. Do you know the number of girls to have in the troop and the age range for the troop members?			Read this chapter and contact the person responsible for organizing your troop.
3. Do you know which girls will be in the troop? Do you have a plan for recruiting a group?			Same as No. 2.
4. Do you know who will help you with the leadership of the troop?			Same as No. 2.
5. Do you have an adequate meeting place?			Same as No. 2.
6. Do you have assurance of community support?			Read Chapter 13.
7. Do the parents know what Girl Scouting can mean to their daughter, and what is expected of parents?			Read Chapter 4, all of Part II, and Chapter 14.
8. Do you have suggestions for the troop's first few meetings?			Read Chapter 3, all of Part II, "Launching Troop 16" and Chapters 2 and 3 of the GIRL SCOUT HANDBOOK.
9. Do you know how to register your troop when it is ready?			Same as No. 2.
10. Do you know how to help the girls plan an investiture ceremony?			Read this chapter and "Investiture Ceremonies"

another and to have a close relationship with their leaders. Yet it should be large enough so that each girl may have the experience of learning to get along with a number of other girls whose personalities and interests are not quite like her own.

Near to the maximum is a recommended size. A larger troop makes your leadership available to more girls. But even more important, in troops large enough to divide into four or five vital, small groups (known in Girl Scout troops as patrols), you will find that representative troop government, the stimulation of many ideas, and the spirit in which girls carry responsibility for their troop affairs are more effective. Also, in larger troops, because of the greater number of girls to each adult, the girls find it more necessary to learn to manage their own affairs instead of always turning to their leaders for help.

Membership as an Intermediate Girl Scout is open to any girl who is ten to fourteen years old or who is in the fifth through the eighth grade. However, since friendships grow in school, church, and neighborhood settings, such factors should be considered more seriously than mere chronological age when planning a congenial group for a particular troop. In a community where girls of various ages play together, a wide age range in a troop seems best. In larger communities troop membership may be based on school grades, but even a troop formed around only two grades will probably have a three-year age span.

Sometimes the natural dividing line will be between the girls in elementary school and those in junior high school. Because of the prestige attached to school progression, this dividing line may be very important to the girls in your town. It may be very important to you, too, because of the confusion that would be caused by the difference in dismissal times of the schools and in travel distance to the meetings. If your troop would be strongly affected by the timing of school sessions, grouping for school buses, ease of travel or

communication, then be sure to consider those factors in determining the size and age range of your troop.

TROOP MEMBERSHIP

In most communities a recruiting plan for troop members is necessary to avoid disappointing the large numbers of girls who want to join. Word will get around that a new troop is starting, so when requests to join come in, be ready to state exactly which group is to be served by your troop.

Most councils recommend that when forming a new troop (or adding new members to an established troop), preference be given to girls who are already Girl Scouts but who have no troop, as in the case of Brownies ready to "fly up" to an Intermediate troop or of Intermediates transferring from another troop.

If your troop is being formed to take care of another troop's waiting list, you need make no general announcement but simply send cards to those children on the list. If your troop is to fill a gap in the coverage of present troops, the general announcement might read something like this: "Another Intermediate Girl Scout troop is being formed at Garland School. Any sixth or seventh-grader who is not already a Girl Scout and who wants to find out how to join should come to a fifteen-minute meeting in the playroom at 3 P.M. tomorrow." At this meeting you can announce to the interested girls that there will be a meeting for their parents to discuss the formation of the new troop. If a sponsoring group has requested this troop, it may already have in mind the particular group of girls to be served.

Once you know who the girls will be, you can learn something of their backgrounds, school activities, studies, and former Scout interests if they have been members before.

ANOTHER LEADER

The person who organizes your troop may recruit a person to

work with you. If not, you may have to recruit another leader yourself, perhaps at a parents' meeting or from among graduating Senior Scouts. Often two congenial people simply agree that they would like to take a troop together and request this arrangement from the council or the troop organizer.

MEETING PLACE

In deciding about a meeting place for your troop, take into consideration the health and safety of the children as well as the effect of the place on the morale of the troop and the success of the program. It should be accessible, safe, and sanitary and should have adequate heat, light, and ventilation. Toilet facilities and water should be readily available. There should be room for active games and folk dancing and space enough for the troop to break up into small groups. Storage space for troop equipment adds immeasurably. Ideally, the place should be near an outdoor play area.

If the space available for you meets these requirements but is not particularly attractive, the project of fixing your own meeting room may prove to be an ideal way to interest your girls and to create a sense of unity among the troop parents. Some of the most delightful meeting rooms have been created by the ingenuity and hard work of the girls.

Suitable meeting places are most often found in community centers, schools, churches or synagogues, buildings of civic groups, and private homes.

COMMUNITY SUPPORT

Community support for your troop comes through your troop committee and through other community groups willing to assist with the troop's program. As it is seldom the job of the leader to establish community contacts alone, more about who does it and how is discussed in Chapters 13 and 14, "You and Your Community" and "The People Who Help You."

PARENT SUPPORT

Parent cooperation is essential to the success of a troop. Parent support can best be obtained by requesting that at least one parent of each prospective troop member attend a parents' meeting or talk to you individually *before* the girl joins the troop. These meetings give you a chance to tell the parents about Girl Scouting, about the ways in which they can be of assistance to the troop, and about the national membership dues and weekly troop dues their daughters will have to pay. The material on the Girl Scout program in Part II will help you explain to them the value of Girl Scouting to their daughters.

From the parents of your troop members may come members of your troop committee, your assistant leader, program consultants, and people to help with transportation to and from the meetings. Hints on gaining parent cooperation can be found in Chapter 14, "The People Who Help You."

FIRST MEETINGS

There is no set plan for Girl Scout meetings. The first meetings of any troop should simply give the girls a chance to get to know each other and to have fun together. During these early meetings, the troop members need to get a feeling of belonging to the troop. Each girl needs to learn the importance of her contribution. At the same time, the whole troop should learn something about Girl Scouting, complete the membership requirements, register, and become invested.

To get started on your planning, look at the first nine meetings of a new troop described in "Launching Troop 16" (pages 228–254). That outline is just meant to tickle your imagination—don't expect to be able to follow it exactly. There are more program ideas in Chapter 3, "What Troop Meetings Are Like," and all through Part II. Chapters 2 and 3 of the *Girl Scout Handbook* are also full of good tips.

The most important thing to remember about these first meetings was once summed up by Juliette Low, the Founder of Girl Scouting in this country: "Every meeting should provide both fun and accomplishment for your girls. But if it is impossible to achieve both, be sure of the fun so that they will come back and have another chance for real achievement."

TROOP REGISTRATION

The step which makes your troop and its members official in the eyes of the Girl Scout organization is registration. A prospective member must be registered before she can be invested. She is then entitled to wear the uniform and insignia and to use the program. Leaders begin to receive *The Girl Scout Leader* magazine and all the other help available to adult members as soon as they are registered.

The troop registers as a unit. All the forms that need to be filled out can be obtained from your council or, if you are the leader of a lone troop, from national headquarters.

First you must give each troop member a parent consent form, to be taken home for her parents to fill out and sign. After you have collected all the completed forms and the one-dollar annual membership dues from each girl, leader, and troop committee member, make sure that each girl has completed her Tenderfoot requirements. Then complete the form entitled "A Troop and Troop Committee Registration Form" and send it, along with the right amount of money, to your council or, if you are a lone troop leader, to national headquarters.

Individual membership cards will be sent to you when you register. The membership card must be shown when purchasing Girl Scout uniforms and insignia at stores that carry Girl Scout equipment. The card is also important in identifying the active Girl Scout whose family moves into a new community.

If new members join the troop during the year, obtain the form "Additions to a Troop and Troop Committee" and follow its instructions for registering those new members.

TROOP INVESTITURE

Investiture is the ceremony in which a member makes her Girl Scout Promise and receives her membership pin. Every investiture need not be the same—the only essential features are the acceptance of the Promise and the Laws by the girl and the receiving of the pin. Your troop may create its own ceremony or you may adapt one of the ceremonies described on pages 259–263. For a picture of an investiture program, read about the investiture meeting of Troop 16 on page 250.

Opinions differ as to whether outsiders should be invited to an investiture. Some feel it is a family matter and strictly a troop affair. Others feel it is an impressive interpretation of Girl Scouting and therefore want to have friends and relatives present. Each troop decides this for itself. For a new troop and new leaders, the investiture may become a community affair to launch and welcome the new troop. In this case a representative of your council may be on hand to welcome the new troop.

Sometimes the new leader is invested at a training course. But if you prefer to be invested with your girls, have some adult who is already a member of the organization invest you, and then you invest the girls.

GROWING PAINS

Starting a Girl Scout troop can be like getting ready for unexpected guests when the paint is still damp on your redecorated walls. A million things to do *at once* when you feel least prepared to handle them. Everything doesn't go like clockwork and you run short of time. While getting to know the girls and helping patrols through their growing pains and

getting into the activities for the membership requirements, along come a cookie sale, first hike plans, and registration forms—until you feel as though you are running a ten-ring circus.

But everyone feels that way at first. With the best and most understanding help available, there is still a settling-in period for both you and the girls. But take hope. In a few weeks' time the girls will find a routine that pleases them, and a semblance of order will begin to appear. You and the other leader of your troop will feel your way toward a satisfactory working arrangement. You may be able to parcel out your paper work to parents or troop committee members.

Of course, this won't leave you empty-handed by any means. There will always be questions—the ones the girls ask, the ones that keep your phone busy. A troop consultant, neighborhood chairman, or professional worker will help you answer the questions peculiar to your special troop situation. The questions that follow are those that face every new leader.

What records must I keep?

The troop leader is responsible for the following records: registration of all troop members; progress of each girl in the rank and badge program; troop financial records. Some councils request additional information on troop status and program. You get the troop registration forms from your council office or, if yours is a lone troop, from national headquarters. *Patrol Record Books* and a notebook of *Troop Records and Reports* can be purchased from your local equipment agency or from National Equipment Service. See the current *Equipment Catalog* for details.

What about uniforms for leaders?

Uniforms are not required but most leaders wear them. In addition to giving a sense of unity to the group, the uniform

is practical for the active life a leader lives and is the appropriate dress for any Girl Scout event. If you do wear the uniform, take care that it fits properly and that the insignia are placed according to the information in *The Girl Scout Uniform and Insignia* * and in the sketches shown in the *Equipment Catalog*. Rings, watches, and religious medals are the only jewelry worn with the uniform.

How do I get Girl Scout insignia and uniforms?

All official Girl Scout equipment items are listed in the *Equipment Catalog*, which is sent to you when you register. Uniforms and equipment may be purchased directly from National Equipment Service or from a local store that has been authorized as a Girl Scout equipment agency. Insignia indicating individual progress—ranks, badges, membership stars, and the like—must first be approved by your council or lone troop committee. They are not sold by local equipment agencies but must be purchased through your council or, if yours is a lone troop, directly from National Equipment Service.

Like the girls, a leader may wear a uniform only after she has been registered. You must show your membership card as identification when you purchase uniforms or other official equipment. When a girl wants to get her uniform after she is registered but before she has received her membership card, you may write a note authorizing the girl or her parents to buy the items she needs. If your local equipment agency requires similar identification for adults who have not yet received their cards, your council will provide it for you. Directions for ordering by mail from National Equipment Service are included with the other forms in the *Equipment Catalog*.

When should I get our flags?

A troop likes to have its own American flag and troop flag,

* See "Books To Help," p. 271.

but flags, poles, stands, and dust covers are expensive items, and program materials may be needed first.

Many patriotic organizations include in their service work the presentation of an American flag to a Girl Scout troop, so before you buy a flag, find out if any of the organizations in your community is willing to present your troop with one. If this isn't possible, you can almost always borrow an American flag for your first few months and buy one later.

The troop members might make their troop flag and dust covers for the two flags as a project for Second Class rank, the My Troop badge, or the Seamstress badge. Perhaps one of the girls' fathers can direct the building of serviceable flag stands.

READY TO START?

In addition to reading this book, the following steps will help you get ready to start on your new life as the leader of a Girl Scout troop:

Read the *Girl Scout Handbook* to see how the beliefs and the program of Girl Scouting have been explained to the girls.

Pick out one of your own interests you would like to share with your troop and see how many ways it will fit into the Girl Scout plan of doing things.

Make a mental or written list of things that make your community "special"—business, historical, cultural. Single out the items that offer leads for troop fun.

Visit a troop, or several troops, for a picture of what goes on at a troop meeting. Ask your neighborhood chairman or troop consultant to arrange such a visit for you.

Find out something about the school program of your girls. You don't want to duplicate or repeat what is being done at school, but you may be able to build troop program on new things the girls are learning in school.

Borrow some Girl Scout publications * from your council

* See "Books To Help," p. 271.

or from other volunteers to learn more about the Girl Scout organization and the resources available to you.

Talk with some of the other Girl Scout adults in your community, and go with them to meetings or special events.

Find out who is the right person to turn to for help.

Smooth out your plans for a peppy first meeting, and plunge in!

What troop meetings are like

Mrs. Kay surveyed the room with a critical and anxious eye. Yes, it *did* look nice. She and her new friend, Miss Bee, had spent the last fifteen minutes arranging it. On the table by the windows at the far end of the room were their copies of the *Girl Scout Handbook,* the *Equipment Catalog* open to the colored pictures of the Intermediate Girl Scout uniform, several copies of the *Patrol Leader's Handbook* and *Games for Girl Scouts.* Two tables on opposite sides of the room held an odd assortment of items: a safety pin, pot holder, pocketknife, hammer, bicycle pump, piece of rope, oriental doll, flower bulb, textile-painted apron, and square-dance record. Near the door was a brave display of bright flowers from Miss Bee's garden and a neat stack of three-inch name tags, trefoil-shaped, some yellow, some green. The chairs against the wall, waiting for the coats and schoolbooks of the potential members of Intermediate Girl Scout Troop 16, reflected the anticipation of the two leaders.

What if no one comes? What if they won't behave? What if I don't know the answers? . . . No words were necessary

now. Each had already confessed to the stage fright that made her wish 3:15 would hurry up . . . or never come at all!

It was the giggling from the hall that prompted Miss Bee to open the door and welcome the first arrivals. By the time the doorstop was found and the first name tags were printed and pinned on the girls, both adults had forgotten their nervousness. Fifteen minutes later, the last girl to arrive was labeled, the books had been examined, and the two tables of objects had given rise to considerable speculation. There was no going back now. The two leaders exchanged a glance for support and gave their attention to the realities of that oft-revised page in their new notebooks "First Meeting."

Miss Bee's getting-acquainted game went quickly because most of the girls knew each other. Before Mrs. Kay could get nervous, chairs had been pulled into a circle, recognition that this was the beginning of their first meeting had been made, and she was launched into her "Ten Minutes on Facts about Being a Girl Scout." The leaders had talked so much about keeping each part brief that there *was* time to teach the catchy "Gypsy Song" (from the *Girl Scout Handbook*), which had been inserted into the plan with the notation "if time."

While the girls on either side of Miss Bee passed out the paper and the stubby pencils that a thorough drawer-cleaning had unearthed, Miss Bee explained that it was important for every girl to bring in ideas of what she wanted to do in this troop. Girl Scouts are always doing something new and interesting, she reminded them. They keep their eyes open. They are smart about using whatever materials are at hand.

Now, a game to see what sharp-eyed Scouts they were already. "Everyone shut her eyes and keep them shut. How many tables in the room?" The ear-splitting "four" indicated that everyone knew. "Now, when I give the signal, you will have one minute to open your eyes and, without looking at the tables at the sides of the room, write down a list of as many of the objects as you can remember." When Jane read her list aloud, while each girl checked her own, they found

she had forgotten the safety pin, but had such sharp eyes she had seen five objects no one else had seen at all!

Then those girls with the yellow name tags gathered around one of the side tables and those with the green around the other. They had just five noisy minutes to make a list of the objects on their table and all the uses they could think of for each. The enthusiastic diversion created by the reporting back of the various uses for the objects—growing a garden, learning to be careful in the kitchen, cutting sticks for a picnic, diapering a baby—indicated no future program planning problem for this troop, though "Have a square dance for the whole town and give our money to the new library" might have to be postponed for awhile!

The meeting took on a party air as four volunteer hostesses passed the trays of polished apples (less mess than oranges and easier to control than grapes). But the munching did not divert their interest from a discussion with Mrs. Kay of membership requirements, troop government, weekly dues, and snacks. Whose troop is it? What will make it a good troop? What do you have to do to belong? How much will it cost? Shall we have snacks each week? How will we manage that? These questions brought out many thoughts to be carried over to the next meeting.

Perhaps it was the newness of the situation or maybe Mrs. Kay's appeal that "Girl Scouts try to leave a place in better condition than they found it," but apple cores, pencils, paper pads, name tags, and chairs were deposited as requested while the leaders scooped up their exhibit material.

The first closing circle of Troop 16 formed in the center of the once again orderly room. It took only a moment to teach "Taps" (from *Sing Together* *) and explain the closing. The girls were reminded to bring in their signed parent consent forms and their membership dues and to begin to learn their Promise and Laws. The announcement that the first arrivals next week would be the color guard brought o-h-h-h-hs. Fol-

* See "Books To Help," p. 271.

lowing the forming of the friendship circle and the singing of "Taps," the girls saluted, and with shining eyes said, "Goodnight, *Scouts.*"

Wonder of wonders, it was just quarter to five as Mrs. Kay and Miss Bee checked the room again and departed under enthusiastic escort. Their exchanged glances were not for support this time; they were full of relief and reassurance about this adventure they were to share.

EVERY MEETING IS DIFFERENT

Yes, every new leader wonders what her first meetings will be like. No other meeting will be exactly like this first one of Troop 16, even though the same pattern is followed. To outline in this book a specific program of meetings for all Girl Scout troops would be as futile as attempting to get all women to agree on one hat. It would also defeat our basic principle that each troop's program is built on the interests and needs of its members. However, the first nine meetings of Mrs. Kay and Miss Bee with their new troop are outlined in "Launching Troop 16" on pages 228–254 to offer an armchair view of a new Scout troop for those of you who have no previous experience in Girl Scouting and who have no opportunity to visit a troop.

The major part of a Girl Scout troop meeting—all that goes between the opening and closing—has so many possibilities that no book can tell about them all. There are 1,229 activities listed in the *Girl Scout Handbook* under the badges alone. Add all the "try this" and "learn about" suggestions in the descriptive chapters of the *Handbook* and you have enough hints to catch the imagination of even the least talkative troop!

INGREDIENTS FOR SUCCESSFUL MEETINGS

Although every Girl Scout troop meeting is different, there

are some experiences common to all of them. These are the things which you, as a leader, should be watching for in your troop. They need not all occur at every meeting, but a balance of them taking place with some regularity can spell the difference between vigorous troop meetings and unsuccessful ones.

A meeting needs to have both physically active periods and quiet periods.

There should be some time during the meeting for the troop to work together as a whole and some time for the girls to work in small groups or individually.

The girls should have a chance to enjoy familiar activities and a chance to try new ones.

Each individual girl should have a chance to feel important to the group.

The girls should have some opportunity to exercise their new ability to manage their own affairs, either in planning or carrying out the troop's activities.

When these ingredients are well mixed in troop meetings, the girls will have fun at every meeting. They will begin to speak of "we" and "our activities." They will begin to get the feeling that it really is their own troop and that they are important to its success. Once they have this feeling, you can count on the fact that the troop *will* be a success.

THE PARTS OF A MEETING

Three activities have a definite place in relation to the main part of any troop meeting: the premeeting activity, the opening, and the closing. These are usually short, simple, and informal, but they are important in setting the mood for the whole meeting and are the frame within which the rest of the meeting takes place.

Premeeting activities

A premeeting activity can be anything that catches the in-

terest of the early birds and hasten the steps of the laggards. Most girls need some physical activity to relieve tension after a day at school. But if your girls had gym just before leaving school or have come from a Saturday dancing class, they may be ready for something quieter.

Some in the troop may want to practice the flag ceremony for the opening or to examine the samplers of those working on the Needlecraft badge or to round up a large enough group to practice leading a song.

You may find the whole troop in the mood for games. The

RECIPE FOR SUCCESS WITH TROOP GAMES

1.	Choose any new game you want to teach your troop with these points in mind: age and interests of the girls, size of the play area, and purpose of the game.
2.	Learn the game well yourself.
3.	Collect all the necessary equipment.
4.	Gather the girls together and briefly explain or show how the game is played. For singing games, practice the song first, then add the action.
5.	Play right away! Play part by part if the instructions are complicated.
6.	Let the girls enjoy themselves before beginning to correct their mistakes. Stop only if it is necessary to make the rules clear.
7.	Let the girls help each other carry the game on.
8.	Stop the game before interest lags.

best games for premeeting are those that require no set numbers, so that the girls who come after a game starts can join in as they arrive.

Perhaps a day will come when the girls need help in understanding a frustrating school experience. You, as an uninvolved adult friend, can help them look at their problems fairly and squarely during the premeeting period.

Premeeting activities are elusive things. In the girls' minds the premeeting means that you will be there and that as soon as they arrive the fun will begin. Their very anticipation of "something different" happening before each meeting helps to set the mood for the meeting itself.

Openings and closings

Every meeting should have some definite indication that it has officially begun. The opening should be held as soon as all or most of the girls arrive and before the premeeting activities begin to lag. It may be as informal as merely bringing all the girls together for a quick review of what is to happen that day, or it may be as formal as a flag ceremony (see page 256 and the *Girl Scout Handbook*).

A closing may be quite simple: a reminder of plans for the next meeting, forming the friendship circle (see page 255), and singing a favorite song or "Taps." Or it may be a formal affair with a flag ceremony.

Girls of this age love such ceremonies, but remember that too frequent use of the *identical* ceremony may in time detract from its meaning. Keep ceremonies short and have the girls plan and direct their own to help offset this objection. Unless there is a special occasion calling for both a formal opening and a formal closing, most troops emphasize only one or the other. Often both are very informal.

OUTDOOR MEETINGS

Girl Scouting and outdoor activity are synonymous in many

people's minds. This fact may delight you or keep you awake nights, depending on how comfortable you are in an outdoor setting. In the early days of Girl Scouting great stress was put on outdoor activities, and although many other areas of program have been developed since then, experiences in the out-of-doors continue to be a part of every girl's Scouting.

You might make your first attempt outdoors a regular troop meeting. Keep the routine for the first such meeting very informal, with plenty of active games. Any singing or troop discussion can be done during rest periods.

Girls coming to the first meeting of a new troop in one community found a large sign tacked on the door of the leader's home: "Troop 14—Come for Some-Mores—Back Yard." These girls' introduction to Scouting included not only the same basic facts covered in Troop 16's first meeting but also a nature observation game, the chance to build a fire, and their first taste of the richest, gooey-ist dessert in Girl Scouting—the Some-More (see the *Girl Scout Handbook*). As long as the weather permitted, the girls in this troop took the "outing" in Scouting as a matter of course.

If your climate allows for regular outdoor meetings, you will find that the girls soon become accustomed to the many distractions of the surroundings and are able to follow a meeting routine similar to that suggested for indoor meetings. The simplicity of life in the outdoors offers a perfect setting for girls to develop their resourcefulness and to see the results of their attempts to organize and manage their own affairs. They quickly learn to remember the matches or the compasses for a game when they know that the whole troop's comfort and fun depend on their carrying through.

The illustration "Easy Stages in the Out-of-Doors" on page 161 suggests how easy the transition from indoor to outdoor activity is. When the girls "walk out," they begin through simple observation games to see what is about them. When they "meet out," they learn how to behave as a group in the public eye. Then when they are ready to "hike out," they

have built up habits of behavior and observation that make it easier for them to enjoy the program they have planned and to concentrate on fire building, cooking, and other more advanced skills.

THE FIRST HIKE

"Let's go on a hike" is sure to be one of the first program suggestions made by the members of your troop. The adventure of doing things out-of-doors is always exciting, even when the activities are very simple. The picture of "My First Hike" in the mind's eye of the new Girl Scout is something to be cherished, for few girls find hiking included in their other clubs or activity groups.

If there is one cardinal rule for a first hike, it is: *keep it simple*. Limit the distance to a mile or two. Take along "nosebag" lunches (picnic lunches in paper bags) rather than try to cook out. Keep the program plans flexible so there will be time for the unexpected.

There are any number of simple activities your troop could plan. The girls could lay and follow trails with the signs they learned for Tenderfoot rank. A stalking game will always appeal to the pioneer spirit. Even the simplest kind of a nature scavenger hunt will be an eye-opener for the girls. You could organize such a hunt by giving each patrol a list of six or a dozen things to find and setting a time limit for finding them. The things on the list might include: something smooth, two fuzzy things, three things of different shades of green, something hard, a handful of twigs the right size for tinder to start a fire. Both you and the girls will be amazed at the number of things turned up.

The first hike, like the first meeting, may require considerable suggestion and direction on your part. But if you are successful in setting the right tone, the girls will gradually take over the planning and directing of future hikes. Look in

the *Girl Scout Handbook* for general tips on successful hiking. Here are a few additional ones:

Hike the route yourself before you take the girls out. This will give you a chance to become familiar with any points of interest and to check the time the distance will take. Your preliminary investigation will also make it possible for you to change the route if you discover on it any unnecessary hazards such as marshy land, a newly planted field, or a too-busy intersection.

Have the girls make up one or more first-aid kits to take along. If you don't have time for this before your first hike, take a commercial kit.

Make sure that before the hike each girl knows the time and place to meet, what to wear and take, and what her personal responsibilities are. Perhaps you could have a review at the troop meeting before the outing to go over such basic procedures as courteous behavior on public transportation, in buildings, and in rest rooms; selecting and staying with a "buddy"; and what to do if separated from the group. Such a review gives the girls the security of establishing "rules" for themselves. The rules also give the troop a basis for evaluating their behavior afterwards, especially if high spirits leave something to be desired in that department. If self-discipline holds up well on the hike, the girls will be pleased at the favorable comments they receive, and you may discover that your reluctance to "go out" came more from qualms about being responsible for a large group of excited girls than from inexperience in fire building.

Get the girls to bring their parents' permissions in writing before the hike. It is a good idea to give the girls all the facts about the hike—the route, the time and place of meeting, the proper clothes, the time of return—so that they can pass the facts on to their parents when requesting permission to go on the hike. One way to be sure of getting all this information to the parents accurately is to have each girl write it out at a

troop meeting several weeks prior to the outing and then pin the paper under her Scout pin so that it will be in plain sight when she gets home. More detailed information on securing parent permissions for Scout activities away from the regular meeting place is in *Safety-Wise.** Your council may have additional recommendations, too. But in general it may be said that it is wise always to have parent permissions in writing for any such activity.

IF YOUR GIRLS ARE FLY-UP BROWNIES

About half of all new Intermediate troops are formed of girls who have "flown up" from a Brownie Scout troop. If you were a Brownie leader and are now moving up with your girls, you know that Intermediate Girl Scouting is not a new program but a new approach. But if you are a new leader of such a troop, you have the same need to establish yourself and to get to know the capabilities and interests of your girls as the leader of a new troop.

Your meetings, however, will not be the same. Most of your girls will have completed their Tenderfoot requirements during their last months of Brownie Scouting. Some will have already experimented with the patrol system of troop government. Therefore, it is important that your attitude in the first meetings reflect a recognition that these Scouts are long-standing members of the organization.

Fly-up Brownies should be able to work more easily as a group, be better able to express their ideas on what they want to do, know more about both the ideals and the activities of Girl Scouting, and be accustomed to taking responsibility for conducting parts of the meetings themselves. But rather than proceeding on the assumption that they know everything they should, give them opportunities to show their knowledge and

* See "Books To Help," p. 271.

experience in their earliest Intermediate troop meetings. You will soon know how advanced they are!

You can get a number of program ideas for your first meetings from those described in "Launching Troop 16" (pages 228–254). But remember that your fly-up Brownies will move faster than new Scouts, so take the following tips too.

The *first meeting* of any troop is a "get-acquainted" affair. A first meeting with fly-up Brownies could be planned in a manner similar to the one suggested at the opening of this chapter. If your girls are coming already equipped with uniforms and *Handbooks*, change the suggested book display to include books about a Second Class activity: Literature and Dramatics, Out-of-Doors, or perhaps the field of interest you know best.

The discussions will be carried more by the girls. Start them off with: What does Girl Scouting mean to you? How will being an Intermediate differ from being a Brownie? How was your Brownie troop run? What kind of troop government should we have now? Who knows what happens to the dollar you pay each year to be a member? Who wants to lead a game? What are your favorite songs? What have you done in the out-of-doors? How about showing me some of the dances you learned as Brownies? Such questions give the girls the delight of showing you what they know and supply you with the information you need about their skill and their "repertoire."

Fly-up Brownies' experience with meeting openings and closings will be varied. Now some of their Brownie favorites will be discarded as "babyish"; some they will enjoy teaching you.

Your *second meeting* could be patterned on the second meeting in "Launching Troop 16" (page 231). You still need to set the stage for Intermediate Scouting, but if the members of your troop have already met the Tenderfoot requirements, your activities will not be based on the requirements in such detail. Try a discussion on "How can you tell a Scout?" It

will bring out what the girls know or need to learn about uniform, sign, salute, handshake, and the less tangible identifications expressed in the motto, slogan, Promise, and Laws.

By the *third meeting* your group may be ready for a variety of activities. Your premeeting interest-catchers will probably come from the Second Class requirements. You can have fun with the skills they learned in Tenderfoot by having them lay a trail or play relay games (check the fifth and sixth meetings in "Launching Troop 16") or by conducting an ever-popular quiz.

One troop started a quiz by dividing into six panels of four each. One leader took the part of "quiz master," the other of "announcer." Each panel in turn got a question, based on the Tenderfoot requirements but not labeled as such, to answer or demonstrate. The "announcer" got in some good commercials—"Why join Girl Scouting?" "Why join Troop 23?" —and everyone had fun.

Naturally, the ease with which the girls handle such games or quizzes will indicate the degree of subtle review you need to inject into the activities. A girl who has passed her Tenderfoot requirements should not be asked to redo them, even if you find her knowledge too superficial, but through devices like the quiz you can help her gain what you feel she missed.

The third meeting of a fly-up Brownie troop is not too early to set the stage for future troop standards of work by discussing what it means to be a Second Class Scout and, if interest in badges has been indicated, the meaning of a proficiency badge. You can get plenty of help on Second Class rank and on badges in Part II of this book and in the *Girl Scout Handbook.*

By your *fourth meeting* the routines of the troop will probably be fairly well established, so plans for troop government should be determined at this time. By now your relationship with the girls will be formed, at least superficially, and you will have had enough time to review the girls' interests and previous learning to know where to begin. The

techniques suggested in "Launching Troop 16" for preparing work groups and training patrol leaders are just as good for your group, but expect your troop to move more rapidly into planning its own program.

The variety of activities in the Second Class requirements will be your best guide for troop programs, though the girls are free to branch out into proficiency badge activity even before they complete Second Class. Also, the local Girl Scout organization of which your troop is a part may have special projects which will affect your program planning. Read Part II for help in planning troop program and using the Girl Scout program.

Keep the organization of these first meetings simple. Remember that the degree of complexity that can be handled successfully in a troop meeting is related not only to the girls' ability but also to your experience. The inexperienced cook, though flushed with successful mastery of a white cake, should still approach an angel food with a degree of respect!

IF YOU ARE INHERITING AN ALREADY ESTABLISHED TROOP

If you are a new leader coming into an already established troop, begin by sizing up your group through information from troop records, troop members, and troop parents or "related" adults (such as troop committee members, the neighborhood chairman, the troop consultant, or a professional worker).

People often speak as if "established troop" and "experienced troop" were synonymous. This is not necessarily so! Withhold judgment on how experienced your already established troop is until you see for yourself how effectively the members put into action the skills which your information indicates they have. You may inherit a troop with an impressive activity record, only to learn that it was achieved through such efficient adult direction that initiative and resourceful-

ness are at a low ebb. You may find a model "girl-sized democracy" which is starving for action, so much time having been spent in detailed planning that the girls never really had time to "do." Or you may be tapped, as many are, for leadership of a group of girls as competent and poised as you can expect for their age, whose troop activities can continue without need of change. There are perfectly sound reasons for a troop being in any one of these stages. The important thing for you is to recognize what stage your girls are in and then to scale your activity suggestions and your training to push on from there.

Be prepared for considerable reference by the girls to their former leaders, either positive or negative. And remember that the obvious or ingenious ways they devise to "try you out" should be accepted as a fairly standard technique used by this age group rather than as a form of torture devised just for you!

At first, follow the pattern for troop meetings that the girls are used to. Include the girls in the planning of the first meetings by calling a Court of Honor meeting, or, if this group does not exist, getting together with four or five of the girls. Keep asking, "How did you . . . ?" (and maybe "Why?") and "Who would be good as . . . ?" That way the grapevine can carry the happy word that from the beginning the troop's favorite ideas are being incorporated with your own.

A first meeting

Just as an example, here is how one new leader got off to a flying start with her newly acquired established troop:

A week before the first meeting I called Anne, the reported "leader" of the girls in the troop, and invited her to come to my house with three other troop members to help me with our first troop meeting. After a plateful of cookies and a cool

drink we planned what proved to be a very successful first meeting.

Premeeting: Lucy and Joan took over the directing of the games. They chose old troop favorites, "Red Rover" for an active one and "Feeling" for a quiet one (such squeals as the girls felt the cooked spaghetti and the old bone!). Anne played hostess, introducing me to the girls as they arrived.

Opening: We sat in a circle. I introduced myself, told them how I happened to become their leader, and explained why Mrs. Leslie had had to give up the troop.

Meeting activity: To help me get acquainted, each girl told her own name, her Scout rank, and one thing she most enjoyed doing in Scouting. As I had not yet received the troop records, we moved easily from this personal "I like" to a discussion of how the troop had been organized, what plans they had in mind for this year, and how quickly they felt they would be ready to set up patrols and make definite plans.

Because of the troop's interest in the out-of-doors, we set aside Columbus Day for a 10 A.M. to 2 P.M. day in the park. Plans were made to include a *simple* cook-out and some trail and compass activity (giving me three weeks to "brush up"—ha!). Four girls were elected as a temporary planning committee for next week's meeting, and it was decided that we would form patrols and set up our permanent Court of Honor at that meeting.

Jackie had prepared "nosebag" dramatics (see the description in the *Girl Scout Handbook*), which took the remainder of our meeting time. Into four paper bags she had placed an odd assortment of objects: crayon, ribbon, comb, paper clip, rock, thumbtack. In each bag was also one Girl Scout Law. The troop was divided up into four groups. Each group took a bag and was given ten minutes to make up a skit about the Law, using the objects in the bag. The audience tried to guess the Law. It was fun, and informative too.

Closing: Anne handled the closing very well. I told the

girls how much I had enjoyed being with them and how pleased I was to find such a capable and enthusiastic group. For my part of the next meeting, I asked them each to bring a bandana or square of bright material about the size of a man's handkerchief. This set a nice feeling of suspense, and the bandana bundles will be gay and useful items for our hike. We closed by renewing the Promise and singing "Taps."

After that

The ease of your beginning steps as a new leader may be shaken because your established troop has outgrown that paradise where all troop members are at the same stage in their Scout progress. This is almost always the case with established troops, and so you too will have to outgrow the new leader feeling quickly. A review of the meetings in "Launching Troop 16" (pages 228–254) will help you get a feeling for well-balanced troop meetings, and Chapter 11, "More About Adventuresome Program," will give you ideas of how to meet the program situations you face.

If the former leader has left no records

You may inherit a troop where the former leader kept no records about finances, program, or the individual girls' progress. She may have thought she could keep it all in her head, but meanwhile she has left town and taken her head with her. Your difficulties will begin when a girl says, "But I've already paid my membership dues" or "I've done all my Second Class activities" or "We had finished the Foot Traveler badge except for the ten miles we were to do this summer."

How can you verify such statements? Should you take them on faith? Get in touch with the former leader if you possibly can. If not, some member of the troop committee may be able to help you discover the actual facts, or parents may remem-

ber whether dues were paid and badge requirements met. If patrols have been active, then attendance, dues, and records of individual progress may be available from the patrol leaders. Often a series of quiz games or a quick review of the activities the girls say they have finished will indicate how far they have actually gone, without making them feel they are doing everything over again. A troop party, hike, investiture, or community service can provide an ideal testing ground for many activities about which there is question.

Above all, *do not seem to doubt either the girls' word or the good faith of the former leader.* Remember how devastating it is to the pride of a young girl to have her word doubted by an older person she respects. It is far better to accept the word of your girls and then later, if you find any one of them untrustworthy, to talk the whole matter over with her.

Ask your troop committee to tide you over any financial emergency until the troop budget is straightened out—girls should not be penalized for a former leader's thoughtlessness.

Start another set of records and fill in all the gaps as quickly as you can with the information you get from the various sources mentioned above. Well-kept records are very important to a troop and should be considered troop property in which girls and adults have a share; they should not belong to any one leader.

CHAPTER 4

The girls in your troop

So alike and yet so different, you think as you face the girls in your troop. In many respects they do seem almost alike: dress, hairdo, all active and eager for a good time. Yet in a close-up view of the troop after just a few meetings you begin to distinguish: Alice, who always comes late and enjoys disturbing things; Elsie, who always says "me too" when Judy speaks; Marie, who volunteers for everything and then forgets; Betty Jane, who never wants to do what anyone else does; Ellen, who tries to run things; Susan, who sulks and says the girls make fun of her; and Helen, who is a "born leader."

Yes, they are very different. As the leader it is important for you to accept each member of your troop as an individual, to learn from observation and from any other source available the background, abilities, needs, and interests of each of the girls in the troop.

THEIR EMOTIONAL NEEDS

You begin by realizing that all the girls in your troop have

some basic needs which membership in a Girl Scout troop can help to meet. All young girls need to have a feeling of trust in themselves and in others. At this age they particularly want a recognition of their worth as persons. Each girl in your troop needs to feel that she is liked and has a real place in the troop.

Those girls who have grown up in an atmosphere of love readily become the cheerful, friendly people of your troop. Those who have felt deprived may show their insecurity in aggression or quarreling or being "mean." The girl who has a real place in her family is able to cooperate easily with others—a leader at times, a follower at others. Those who are unsure of their roles, who have been pampered or have been expected to act grown up before they were ready, need extra help and understanding in growing to the point where they can be really constructive members of the group.

Those of your girls who have comfortable feelings about themselves and who feel they are worth-while people are free to be friendly, cooperative, understanding, loyal. Those who for one reason or another—perhaps neglect, perhaps a broken family—feel that they are undesirable people have such anxiety about themselves that they need much help to be able to get along well with others.

These needs for love and security are basic to all of us and underlie all our behavior. Remembering this, you can more easily understand each girl in your troop.

THEIR TALENTS AND CAPACITIES

Each girl is born with certain abilities and capacities. But from birth on, her actual experiences help shape her capacities. The child who had a happy time with lullabies and records will probably like music and develop any musical ability she has. The child whose early attempts to catch a ball were laughed at may have decided that she has no talent for such activities and will refuse to try. To put it another way, in fields where she has had success and has received

praise, a girl will probably lead; in those where she has had no experience or has experienced failure, she will need a lot of encouragement before she'll try at all.

As a troop leader, you should accept gladly the talents of each child as they appear. But remember that all is not what it seems. You may find that the very girl who "hates" outdoor cooking is a whiz of a chef when she learns to handle a fear of fire left over from her babyhood. A quiet child may have a dramatic ability that doesn't show at all until you have made her feel that you like her and that the troop needs her.

As you work with the girls in your troop, find ways of using the capacities of those who show leadership. Develop new talents by offering new fields to conquer. Help the girls to see, as they work together, that the pooling of their ideas and skills gives a richer result than the very best efforts of each of them working alone.

THEIR PERSONALITIES

By personality we mean that which makes you uniquely you. Personality is the sum of each person's talents and capacities, plus the growth that person has made through all the experiences of her life.

A Girl Scout may be a happy person with a desirable degree of self-assurance or an unhappy person always belittling herself. She may be cooperative with adults or impulsively resistant to all adults. Like most girls, she may be ready to cooperate with a fair leader most of the time and resist being "bossed" at others. She may enjoy concentration of effort or she may never have learned to carry through on any task. She may be even-tempered, dependable, and reasonably considerate of others, or she may act by whim, live in a world limited to her own immediate desires, and have little awareness of the needs of others. She may have a clear-cut sense of honesty and be able to do the honest thing. Or she may not yet either understand or be able to do the desirable thing.

As your skill in leadership grows so will your ability to accept each girl's personality as it is and to help her take the next step toward more mature and more socially desirable behavior. You will find all sorts of ways to help her grow:

You may make it possible for a not-so-popular girl to work with the persons she most enjoys.

You may find a real job for a troop clown to do.

You may build up any original ideas ventured by a "me too" child.

You may talk with a shy child to help her see how to take part in the troop's activities.

You may help a slow child by summarizing frequently: "We have done this and this and this and have this still to do."

You may help a fearful child by telling of something you were afraid of when you were little and how you learned to handle it.

The Promise and Laws offer innumerable opportunities for discussion of what is meant by honor, responsibility, self-control, and consideration of others. The Girl Scout program is built around the idea of giving young girls increasingly difficult experiences which teach them new skills, skills not only with their hands and minds but also with their emotions and their personalities. As a girl works on the requirements for ranks and badges, she repeats certain basically similar experiences, each a bit more difficult than the last. These not only widen her interests and develop her skills but teach her to take responsibility, to work for future goals, and to gain confidence in her own abilities—in other words, they help her to grow up.

THEIR STAGES OF GROWTH

Tall, short, fat, thin, quick, plodding, poised, gauche—is there anything consistent about growth at this age?

There are wide variations in the rate at which children

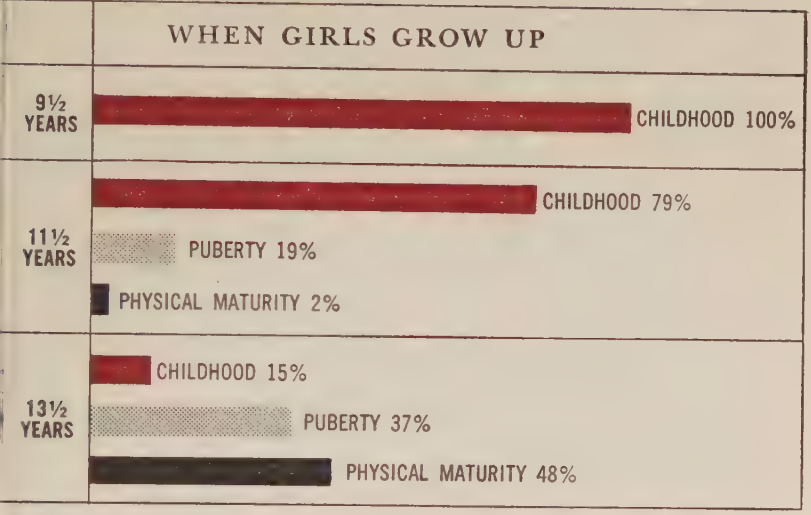
grow from babyhood to adulthood. Some are fast growers, some are slow growers. Most, of course, are average growers. None of these rates of growth is any more desirable than the others. Some fast growers stop growing at an average maturity level. Some average growers turn out to have very high ceilings of development. And some slow growers keep right on growing until they arrive at average or even superior levels of development.

You can probably document this from your own experience. The boy who worries in his teens about being small may spurt up to become a six-footer! The tooth of the baby who teethes late is as straight and strong as the tooth of the one who teethes at an early age.

In the growth sense, a ten-year-old girl may have an eight-year-old body and a twelve-year-old mind and be a ten-year-old only in her social growth. Another child about the same age may be thirteen years old biologically, ten years old mentally, and an eleven-year-old socially. No child is exactly average or slow or fast in all her areas of growth.

An example of how widely children differ in the pace at which they develop is shown in the chart on page 53. For instance, even though about twenty per cent of all girls eleven and a half have already begun to mature physically, only one to two per cent have menstruated. By the time they reach thirteen and a half, forty-five to fifty per cent of them have menstruated and forty per cent are in the puberty process, but twelve to fifteen per cent are still little girls.

Because of these varying rates of development, no two troops have exactly the same needs at the same time. If you have girls in your group who have reached puberty, they will be interested in coed activities. If you have girls who, though ten years of age, are thirteen years old mentally, your troop may need to break up into small interest groups for more advanced activities. If you have girls who are eight years old socially, you cannot expect them to be able to manage the patrol system with ease. The Girl Scout program can be



adapted to any of these stages of development, but you are the only one who can decide what stage your troop's members are in.

EACH ONE AN INDIVIDUAL

These are the things each girl brings—her talents and capacities, her unique personality, her current stage of growth. These are the miracles of individuality. The miracle of Girl Scouting is that in a volunteer group of girls and adults, rich personal growth can come from a program of group fun.

Even Girl Scout leaders are human, however, and you will always like some girls better than others. It is equally true that you will be more liked by some troop members than by others. You need to be prepared to take in your stride the inevitable times when individuals are "mad at you" as well as the bright moments when they think you are "swell." Read Chapter 12 for more about working with the individual girls in your troop.

WHAT GIRLS GET FROM TROOP MEMBERSHIP

As you work along with your troop from week to week, you will undoubtedly wonder, as most leaders do, "Am I doing all right?" A quick glance at the girls' faces and at the attendance records will give you an immediate clue, but if you seek a fuller answer, ask yourself these questions:

Are they learning to think and act in wider ways?
Are they learning to work and play with other people?
Are they learning to stand on their own feet?
Are they learning moral values?
Are they learning to understand themselves?

From these areas of learning come the lasting values of Girl Scouting, values that remain with the girls long after they have forgotten the cook-outs and the troop dramatics.

Are they learning to think and act in wider ways?

In spite of an occasional pose of boredom, the normally growing girl of this age is keenly interested in the world beyond the one she already knows. Sharing in the solution of patrol and troop problems, thinking through what she expects to learn from a trip or a badge, learning to see both sides of the situation, daring to try something bigger or take more responsibility than ever before, all help to push her horizons beyond those of young childhood. She needs every widening experience she can get to help her get ready to face the demands of adolescence just ahead.

Are they learning to work and play with other people?

Girls of this age should be making important strides forward in social development. At the age of ten most girls have learned how to get along with their own age group, but they still have a certain awkwardness in approaching other chil-

dren. They are in the process of testing more cooperative and more graceful social techniques with each other. The difference between the average ten-year-old and the average fourteen-year-old in the social skills indicates how rapidly they progress during this period.

Whenever children of this age come together in new groups, they experiment a good deal with different types of behavior in order to discover which type is acceptable to the other children. The desire for acceptance by other children ordinarily outweighs the desire for acceptance by adults. The "silly" conversation and action which may characterize your early troop meetings is an evidence of the need of the children to express themselves in ways which are socially acceptable to the other girls. They are learning a set of skills for casual social relations: how to enjoy life with people they do not know well, how to start something interesting, how to go along with the group.

As the leader you should be understanding of the awkwardness and experimentation characteristic of this social development. At the same time you should encourage a steady growth in social ease between the individual members of the troop and a growth of the group spirit. Encourage the girls to do and say things which help them get along with girls as well as praising those traits which make them acceptable to adults.

Are they learning to stand on their own feet?

When a girl first goes to school or first becomes a Brownie, she has to make an important transition from almost complete dependence on her home to meeting life on her own. She can no longer run into the house at frequent intervals to ask her mother's permission to do each little thing, nor can she reach out for her mother's hand when she stumbles and hurts herself. She must meet many small and a few fairly large situations on her own or, at best, with the less personal help of her teacher or Brownie leader.

Now, as an Intermediate Scout, she is at least ten years old. If her growth has been steady, she has learned to make many decisions and to handle many situations for herself. She is still, of course, a little girl who often needs to feel that her troop leader can, in the clinches, be counted on for help, understanding, encouragement, or consolation, as the case may be.

She is, however, in the middle of the gang age, when the appearance of being grown up is vital. She is still not sure about her ability to do the proper thing. In front of the other girls she feels she must look, act, and talk as if she had the answers, yet at moments she may desperately want guidance, understanding, and assurance. The skillful leader understands this and works at knowing when to leave a girl or a group alone and when to be tactfully on hand to help.

Some girls who are still babied at home may be overanxious to do things on their own, things they are not yet ready to do alone. Some will continue with their baby ways because they seem safer and will resist your aid even though they need it very much. Still others will have no notion of doing anything when a problem arises except getting an adult to solve it for them. These need to be "weaned" quietly and gradually away from dependence on adults and guided toward increasing participation in their patrols and the troop.

Others may have parents who are severe disciplinarians of the "you do as I tell you and don't ask questions" type. These girls are apt to be rebellious against all adults, and it may take you some time to convince them that you are a reasonable person who helps when help is needed but who also leaves them free to be individuals. Other girls who have been strongly disciplined may be afraid to move on their own for fear they will displease an adult. These you will need to encourage to think and act more for themselves.

Are they learning moral values?

As a tiny baby your Scout was concerned only with getting

enough to eat and getting attention—all for herself. As she became a little older she learned that certain things pleased her parents and certain things displeased them. Since her parents were the source of everything she needed, from food to love, she tried to act in ways that would please them. Gradually, she began to learn which of her actions would bring pleasant results and which were disastrous. She began to feel good inside herself when she did things which she knew were considered pleasing and to feel uncomfortable inside herself when she did things she knew adults would censor.

By the time she is an Intermediate Girl Scout, a girl should be making rapid strides toward more general ideas of right and wrong and should be progressing rapidly toward a set of values by which to control her own actions. She should begin to learn what honor is through many concrete experiences with honorable behavior. She should learn to like the feeling of doing the honorable thing, not because she is immediately rewarded for it but because a warm inner feeling results from such behavior. In other words, "on my honor" should come to have a growing significance in the life of your Intermediate Girl Scout.

Are they learning to understand themselves?

Part of the growing girl's developing sense of right and wrong is closely associated with her feeling about herself—that she is an honorable person or a dishonorable one, that she is a person strong enough to do the right thing or a weak person unable to resist temptation, that she is liked and accepted by other people or that she is not. These and many other ideas about herself are in the making during her entire childhood, but they are molded in important ways at this age.

It is the responsibility of each leader to see that the experiences each girl has in her troop, week by week, help her to accept herself as a useful and likable person. These experiences should help her to meet the little as well as the big

failures of her life with increasing understanding of why she has failed and how she may improve. She must learn to understand that everyone fails sometimes so failure must be taken with courage.

But she must also learn to succeed without losing her head. Help her form a self-assurance that finds its outlet not in dominating others but in cooperating with and helping others, a sense of humility that comes not from a feeling of inferiority but from a recognition of one's place in a very big world.

As she comes to understand herself, it will be easier for a girl to understand the failures of others and to rejoice over their successes. Such a feeling is difficult for anyone to develop, but if the girls in your troop can build it up while they are Scouts, they will be happier people the rest of their lives.

An understanding of her own capacities is important for a girl too. She needs to find out what she can do and how her particular talents can be fitted into the total community picture. Through day-by-day testing of her own abilities while she is an Intermediate Scout, a girl broadens her whole scope, so make sure she gets a chance to develop her potentialities in fields that enrich the lives of others or that give her wider recreational outlets. In this way you can help her build toward a full life which includes constructive use of her talents for service to others and enjoyable rest and relaxation.

ADD THEM ALL TOGETHER . . .

This, then, is what your girls are like. Although differing in their growth, in their capacities and talents, in their ability to work with others, in their understanding of themselves, they share a need to belong to their group. Girl Scouting, with its rich program and your sympathetic leadership, can help them achieve the feeling of belonging. Your girls are reaching out to find out about their world, to find adventure. With the Girl Scout program and with your help they can

find new vistas and unexplored paths. All different, they have similar fundamental needs, which Girl Scouting, through you, can help fill.

PART II

Part II covers the various parts of the Intermediate Girl Scout program for all leaders, old and new. It includes:

CHAPTER 5
Troop government

CHAPTER 6
Planning troop program

CHAPTER 7
Financing troop program

CHAPTER 8
The Girl Scout program pattern

CHAPTER 9
Progression through the ranks

CHAPTER 10
Proficiency badges

THE GIRL SCOUT PROGRAM AT A GLANCE

One program with three age levels:

Brownie: 7–9
Intermediate: 10–13
Senior: 14–17

Five fundamentals of the program:

Promise and Laws
The troop
Troop government
Adult leader
Program activities

Program activities classified into:

Adventuring in the Arts
Arts and Crafts
Literature and Dramatics
Music and Dancing

Citizens at Home and Abroad
Community Life
International Friendship

Fun and Exploration in the Out-of-Doors
Nature
Out-of-Doors
Sports and Games

You and Your Home
Agriculture
Health and Safety
Homemaking

THE INTERMEDIATE PROGRAM AT A GLANCE

Progress in the Intermediate program designated by four ranks and proficiency badges:

Tenderfoot

gives the new Girl Scout a sense of belonging to her troop and to a national and international organization
teaches the purpose, history, and symbols of the organization
introduces a choice of typical Girl Scout activities
interprets the code of Girl Scouting and asks the new Scout to accept it

Second Class

offers a sample activity from each field of interest
widens interests as a basis for future program
gives the chance to take leadership in troop activities
encourages conscious effort to put the Girl Scout Promise and Laws into practice

First Class

encourages sustained interest in one field and a sampling of others
challenges the older Intermediate to plan and direct troop, family, and community service projects
develops a more grown-up understanding of the meaning of the Promise and Laws

Curved Bar

offers specialization in one area
provides a bridge to the activities of Senior Girl Scouting

Proficiency badges

Badges earned for First Class and Curved Bar show proficiency in particular fields. Each badge:

signifies completion of a variety of activities
develops a depth of knowledge, skill, and appreciation in a single subject
indicates that the wearer is both willing and prepared to be of service in that area

CHAPTER 5

Troop government

The tip of Assistant Patrol Leader Jane's tongue showed in the corner of her mouth as she laboriously noted in her *Patrol Record Book* that all members of the Robin Patrol were present with dues paid except Lucy, who was still sick. While the other six patrol members discussed ways of cheering up Lucy, Jane made sure that her entries and cash agreed and then passed the stack of small change on to the troop treasurer.

Under Patrol Leader Pat's guidance the rest of the Robins moved down the agenda contributing five ideas to be passed on to the Court of Honor for the nature and outdoor-skills hike and reluctantly accepting clean-up responsibilities for the next troop meeting. With such "business" taken care of, they then savored a full twenty minutes of discussion on their major interest (which their name suggests), and we leave them noisily debating the destination of their second all-day exploration trip for the Bird badge.

This troop had caught the spirit of good troop government. The girls were directing their own affairs, and real responsibility had been given to as many girls as possible.

NEITHER THE FIRST EXPERIENCE NOR THE LAST

Training for democratic living seldom begins in an Intermediate Girl Scout troop, but this experience in troop government comes at an ideal time in a girl's life to direct it constructively. By the age of ten every girl has had some experience in putting her ideas into action. She has had a voice in family plans or has belonged to a club that does things after school; she has been in a Brownie troop or on a school committee. Perhaps she has been an officer in one of her groups or is an old hand at planning entertainment for younger brothers and sisters on rainy week ends.

Intermediate Girl Scouting builds on these early experiences. If you are successful in giving the girls a framework in which they can expand their ability to manage their own affairs, by the time they are ready to graduate into Senior Scouting the techniques of thinking through a problem or project and determining logical action should be natural for them. Then the freedom of the Senior program will be challenging rather than confusing. When Seniors are so equipped, their planning boards, camp councils, conferences, and national and international events have greater significance for them. They are better able to function in partnership with adults. They are able to move more easily from the Senior program into the responsibilities of young adulthood.

But the Intermediate age is a crucial age in this chain. Starting your girls off on the track toward self-reliance is one of the great and lasting contributions you can make in their lives.

FREEDOM IN A FRAMEWORK

Girls of Intermediate Girl Scout age need the sense of security that comes from running their troop within the limits set by the framework of Girl Scouting. Also, since one of the pur-

poses of the Girl Scout organization is to help the individual girl become the kind of person who is both willing and able to be an active citizen, Girl Scouting gives them this framework to teach them one of the fundamentals of good citizenship: an understanding that real freedom can exist only within a framework of laws and principles.

With the Promise, the beliefs, and the ways of work of the Girl Scout organization, you have the tools for helping your girls see their framework. Once the girls see that a troop is not a group in which they can do anything they please but is a group in which they can do anything as long as it is in keeping with the principles of Girl Scouting, they will have learned the basic rule of the game and can get on with the fun of playing it with a greater sense of direction.

A FAR GREATER SERVICE

But giving girls a chance to develop self-reliance is not as easy as it sounds. It is hard to be patient while the girls learn. Every leader feels a deep personal attachment to her troop and wants it to appear smooth and organized and successful in the eyes of parents, the public, and other Scout people. It takes a Job-like patience to ask the girls "How long do you think that will take?" "How much will it cost each girl?" "Could you give us an example of how this will fit in?" when you could give the answers, solve the problem, and get things moving.

You can so easily rationalize planning and organizing for new girls with, "But the girls ask me to plan things for them!" It is quite possible that they do, and they will continue to ask you to do it for them until they have had the thrill of carrying through a project successfully and knowing in their hearts "we did it ourselves." You will be doing them a far greater service by helping them learn to plan an activity effectively than by just giving them the activity itself. As they are able to step forward in assuming responsibilities, you step back.

Intermediate Scouts are able to help with over-all plans for their troop year. They can decide what should go on in a meeting. They can organize a play or party. They can decide what is necessary preparation for a hike or the best way to clean up after a work period. They can take up the problem of how to improve the beginnings of their meetings if they are not going too well. They can work out the best order of events in doing a badge. They can plan how to help the troop member who has been ill for a long time.

AN INDIRECT YET VITAL ROLE

But in all such decision making they need an adult who is patient, who can help them to stay on the point of their discussion, who can encourage everyone to participate and tactfully discourage those who talk all the time. You will sometimes have to help the troop see why their plans are impractical—why they can't camp out for a week end if they haven't even been on a cook-out; why their dream of footlights and fancy stage sets for a play may have to become tin-can beams and a brown-paper backdrop; why a formal dance with boys may have to give way to an outdoor picnic and square dance if there are ten-year-olds in the troop.

You will often have to say, "What about this . . . ?" when you feel the girls have neglected certain sides of a problem. You may have to say, "Would you be willing to try it this way?" if a hopeless deadlock arises. But don't ever lose sight of the fact that any activity will be accomplished with greater enthusiasm if the girls feel they have helped plan it.

At a few points, of course, you will have to make decisions for the troop. For instance, if it is a matter of actual physical safety: you do not ask for a vote on whether the troop will hike across the railroad trestle; you simply tell them that they won't—and why. If a plan is contrary to the policies of the National Organization or of your council, you must use your right of veto. A troop cannot vote to exclude a certain girl

or to ring doorbells for donations to the troop's fund!

Your job, then, is to create a troop where the leaders' role is a vital yet indirect one. Not one where the adults reserve the responsibility of planning and directing for themselves. Not one where they let confusion and frustration reign by telling inexperienced and as yet ill-prepared youngsters, "They say it is your troop and that you are supposed to run it, so go ahead and try." But rather a troop in which the adults show the girls how to participate by setting up situations in which they can learn the necessary skills, by helping them be aware of what is happening, and by believing in the importance of their growth through these efforts, no matter how erratic or stumbling the efforts are at first. This kind of a troop *is* Girl Scouting.

TWO FORMS OF TROOP GOVERNMENT

The two forms of government used in Girl Scout troops are the representative form and the direct form. The representative form we call the patrol system; the direct form we call the club type of government. The patrol system is the plan recommended for Intermediate troops. It is used in camps as well as in troops, and its common use links us with Girl Guides and Boy Scouts in other parts of the world. Troops of less than twelve, however, cannot use the patrol system effectively, so they usually adopt the club type of government. Either form gives the troop members firsthand experience in democratic methods.

Here, in brief, are these two troop government plans. They are described for the girls in the *Girl Scout Handbook.*

The patrol system

The patrol system gives experience in representative government. The troop divides itself into small working groups known as *patrols,* and each patrol elects its leader. A patrol

POINTS BASIC TO GOOD TROOP GOVERNMENT

Basic points	Patrol system	Club form
Type of organization that gives all members a voice in troop government	Patrols — in average or large troops	Whole troop — in small troops
Election of officers	Patrol leaders Assistant patrol leaders Scribe Treasurer	President Vice-president Secretary Treasurer
Delegation of responsibility to officers as the coordinating group	Court of Honor (composed of elected officers)	Executive committee (composed of elected officers)
Variety of leadership experiences for many girls	Leading activities in troop or patrol meetings; chairing special groups; continuous assignment to officers	Chairing special committees; leading troop activities; continuous assignment to officers
Training for all girl leaders	Through Court of Honor; work with individual officers; work with leaders of special activities	Through executive committee; work with individual officers; work with heads of special committees
Accountability	Individuals to patrols Patrols to troop Court of Honor to troop	Individuals to troop Committees to troop Executive committee to troop
Adult guidance	Through frequent Court of Honor meetings, training and preparation of girls for all projects	Through frequent executive committee meetings, training and preparation of girls for all projects

made up of from six to eight girls works most successfully. It is a group large enough to be stimulating, even with occasional absentees, yet small enough for the elected girl leader to manage.

Under the patrol system of government, the leader of each patrol, along with the elected troop treasurer and troop scribe, meet with the adult leaders to act on the suggestions of the troop and to plan the troop program. This group forms the executive committee of the troop and is called the *Court of Honor.*

The club form

The club form provides for the direct form of democratic government. It is preferable in small troops, which lose their spark if divided into tiny patrols. Under this form the entire troop elects a troop president, vice-president, secretary, and treasurer. The whole troop meets together for business sessions, and then the troop officers meet with the adult leaders to work out the details of planning. The troop appoints short-term working committees when needed.

HOW THE PATROL SYSTEM WORKS

What patrols do

The members of a patrol work things out together. They often do badge work together. They help each other with Tenderfoot and Second Class rank skills and cooperate on the requirements for First Class. They plan and direct parts of the troop meetings. They work out the details of service projects together and have special outings related to their rank or badge activities.

Patrols also do special jobs for the troop, for the purpose of troop government is to see that things get done with everyone having the chance to share. They accept special assignments for troop events or meetings, such as hostessing, room arrangement, clean-up.

Patrol members supply their patrol leader with a flow of suggestions for troop plans to be relayed to the Court of Honor. They discuss the problems which bother them and make suggestions for improvement to be taken by their patrol leader to the Court of Honor.

Such a weekly routine as recording attendance and dues payment is a natural for patrol management. In fact, *Patrol Record Books* are set up for this purpose.

The spirit of the patrol lies in the close partnership of the girls over a long period of time, for patrols do not change often, if at all, during the year. This partnership and the small size of the patrol makes it an ideal place for girls to begin to take leadership. They have adults to turn to if they get stuck, but are free to carry on alone as far as their abilities will take them. A troop leader is always on call, either to help a patrol directly or to assist its patrol leader with a problem. But the patrol belongs to the girls, and they should feel that they are on their own unless they ask for help.

Getting into patrols

Since patrols play such a vital role in the life of a troop, the girls should have a voice in their make-up. A troop discussion may help them make a more careful choice.

First, of course, they need to know why they have troop government and how both the patrols and the Court of Honor work.

Next, the girls should think about the different kinds of people a patrol needs. Would it be good to have people who can do different things well—a good singer, printer, athlete, artist, cook, storyteller? What would happen if each member of the patrol said she *had* to be the patrol leader or she wouldn't play? What if no one would take the job?

Then, they need to decide how long the patrol groups will continue and at what points they can consider a change if all is not going well. Many troops keep the same patrols for a

full troop year. Some keep the same patrol groups but elect new patrol leaders and assistants in the middle of the year.

In your troop there may be some obvious best way to form patrols. If your girls feel this is so, and you see no objections, go ahead and try it. A word of warning, however: neither division by current interest nor by chronological age has been found to be universally satisfactory. Interest can change overnight and age may be deceiving. It often turns out that younger Scouts enjoy learning directly from their older sisters, and the older girls get a sense of satisfaction from helping the younger ones.

If yours is a thoroughly congenial group of girls who really do not care how they are divided, do not make it an issue of choice. Use some simple device like drawing numbers or numbering off.

Another common way of forming patrol groups is by verbal choice. This is much like choosing up sides for a game. Each girl who is chosen in turn chooses another. To start the choosing process, the troop decides on the necessary number of patrols and then picks that many girls, one to begin the choosing for each patrol. You might lead off by saying, "If we are going to distribute the skills among all the patrols, we could begin . . . well, Mary Ellen is one of our best games leaders. If she is in Patrol 1, who would you think might balance her in Patrol 2? Now, who of similar age or ability would balance them in Patrols 3 and 4?" The girls thus picked are *not* patrol leaders, they are just any four girls who might not logically be put in the same patrol. They, each in turn, choose one girl for their patrols. Then those girls each make a choice, and so it continues until all have been selected. Leaders using this system say that the girls consider it fair, that the emphasis is on everyone having something to contribute to the patrol, and that each girl gains assurance because someone chose her and because she had a chance to choose someone else.

Another way to set up patrols is by written choice. Have

each girl write the name of three girls she would like to have in her patrol. The girls will understand that their lists are not three "best friends" if they have understood your discussion on what makes a good patrol. You then take the lists and work out the patrols in the manner illustrated on pages 75–76. This method assures a good distribution of leadership, skill, age, and experience. It also assures that each girl is with friends of her own choice, and it gives the leaders an insight into the natural groupings within the troop.

As soon as patrols have been determined, first patrol meetings should be held for the election of patrol leaders and assistant patrol leaders and for the selection of patrol names.

The Court of Honor

When the patrol leaders have been elected, two more officers remain to be selected to make the Court of Honor complete: the troop scribe and the troop treasurer. The duties of these officers are the same as in any club. An explanation of their jobs is in the *Girl Scout Handbook*. A brief troop discussion of the duties of these two officers and the qualifications necessary to carry them out will help make this election something more than a popularity contest. Most girls of this age have had some experience in nominating candidates, speaking for them, and casting written ballots. To avoid the possibility of confusion or embarrassment, however, review the process briefly before beginning nominations.

The Court of Honor is the executive committee of the troop. Here girls and leaders work together to see that the troop accomplishes its purpose. They consider the state of the troop: Does regular attendance reflect satisfaction? Are dues being paid and do we have enough or too much money? Are our plans working out about as expected? Is everything under control for the next meeting?

While current activities are booming, the Court of Honor keeps an eye on the program ahead. They gather ideas for it,

FORMING PATROLS BY WRITTEN CHOICE

Step 1—Ask each girl to write down the name of three others:

Mary	Sue, Joan, Amy
Joan	Amy, Mary, Sue
Norma	Ann, Alice, Peggy
Cecile	Sarah, Peggy, Mildred
Sarah	Peggy, Sue, Mildred
Jane	Sarah, Mildred, Alice
Sue	Mary, Amy, Joan
Amy	Joan, Mary, Sue
Alice	Cecile, Ann, Jane
Ann	Peggy, Alice, Mildred
Peggy	Mildred, Ann, Alice
Mildred	Jane, Cecile, Peggy

Step 2—List the choices each receives:

Mary	*Joan*	*Norma*
Sue	Amy	
Joan	Mary	
Amy	Sue	
Cecile	*Sarah*	*Jane*
Sarah	Cecile	Sarah
Mildred	Jane	Mildred
Sue	*Amy*	*Alice*
Mary	Mary	Ann
Amy	Sue	Jane
Joan	Joan	Peggy
Alice		Norma
Ann	*Peggy*	*Mildred*
Norma	Norma	Cecile
Peggy	Cecile	Ann
Sarah	Ann	Alice
	Alice	Jane
	Mildred	Peggy

Step 3—Consider factors such as these:	Step 4—Form the patrols:	
Peggy and Mildred, with five choices each, are obviously popular with the girls and may prove to be natural leaders. Put one in each patrol.	*Patrol 1* Peggy	*Patrol 2* Mildred
No one chose Norma, so be sure she gets her first choice and, if possible, her other choices too.	Norma Ann Alice	
Mary, Joan, Sue, Amy chose only each other. They need to widen their friendships. Split them in twos.	Mary Sue	Joan Amy
Several of the girls chose each other: Sarah Cecile Sarah Jane Jane Mildred Cecile Mildred Ann Peggy Alice Peggy Peggy Mildred Put them in the same patrol if possible.		Sarah Cecile Jane

And so forth for the rest of the troop.

they discuss patrol responsibilities for a troop event, they check on the progress toward that event. Their knowledge and anticipation of what lies ahead helps keep troop interest high.

Training through the Court of Honor

It is through the Court of Honor that leaders do much of their training of girl leadership. This training begins with your first discussion of the *Patrol Leader's Handbook*.* The very phrasing of your questions at a Court of Honor meeting helps a girl recognize that she is there as a representative of her patrol: Were the Robins satisfied with the last hike program? Was it the Porpoise Patrol or just Sandy who objected to the menu? You remind Court of Honor members who are excited over the possibilities of a new plan that their patrol members have not had the fun of developing the idea. Therefore, it will be their job to make the new plan seem as exciting to the patrols as it is to them. You help them organize their thinking so that their patrol meetings move along quickly. You show them how to summarize the decisions made by the Court of Honor so that they can report them to their patrols. You explain how they can make use of their patrol leader notebooks for keeping track of things they must do, perhaps by starring the items they must do before the next Court of Honor meeting.

If the situation presents itself, you can help a young leader to see that an argument in her patrol may have come from fright, or disappointment, or even a school mix-up. You can show her how to draw in a shy patrol member who may have good ideas but not know how to offer them by saying, "Barb was telling me on the way from school that her aunt knows how to call square dances. Would she come to a meeting, Barb? Would you ask her?" You may even convince these young leaders that it is just as effective to say "Let's hear what

* See "Books To Help," p. 271.

everyone in the patrol thinks" as to shout "Shut up" at the quick thinking member who talks too much.

If a new skill, such as making a bedroll or tying the uniform tie so that the ends are even, is needed in the troop, you can teach it directly to the patrol leaders in a Court of Honor meeting so that they can teach it to their patrols later.

One of the common complaints about using democratic procedures is that they take too long. So help your Court of Honor members learn to keep to the point, to report only the facts, and to elaborate on them only if further explanation proves necessary. Ask for contributions from everyone. Summarize frequently how far the group has come and what remains to be decided in order to keep everyone thinking together.

When a Court of Honor meeting has been particularly successful, point out the elements that made it successful so that the patrol leaders can consciously try to use those things in their patrol meetings. When a problem arises in a troop meeting, ask the Court of Honor at its next meeting what they think caused it, how well they feel it was handled, and whether they feel it could have been avoided, handled better, or handled differently.

These are only a few of the ways in which leaders use the Court of Honor to develop leadership. When the time comes for new patrol elections, the old Court of Honor members can help the newly elected leaders by passing on much of what you have taught them. Ex-patrol leaders are more sensitive and helpful group members, and thus, in time, the adult leader finds that she is more and more simply a coordinator and that the girls are becoming increasingly able, self-assured leaders of their troop affairs.

Court of Honor meetings

One of the adult leaders usually chairs Court of Honor meetings, for these meetings are the leaders' best opportunity

for preparing the girls to conduct their own troop meetings. In an experienced, smoothly running troop, however, patrol leaders may take turns chairing the meetings. When a patrol leader is chairman, her assistant leader attends the meeting to speak for the patrol.

Most Court of Honor business can be cleared in short meetings at the close of each troop meeting or during the troop meetings when the rest of the troop members are directing their own activities. Planning sessions and some other discussions, however, will require a longer time. Those Court of Honor meetings, which may take anywhere from half an hour to several hours, can be held at a leader's home or at the meeting place on a different day. Ideally, all Court of Honor meetings are held in addition to regular troop meetings, but, as a last resort, you may need to schedule one of the long ones in place of a troop meeting.

Technically speaking the assistant patrol leaders are not included in the Court of Honor. It is a good idea to include them on occasion, however, so that they profit by your training and are better able to substitute for patrol leaders in their absence. A common practice in many troops is to include them in the long planning meetings but not in the quick clearance meetings. When short Court of Honor meetings are held during a troop meeting, the assistant patrol leaders take charge of the patrols.

A popular practice is to invite the troop committee to meet with the Court of Honor once a year after the long-term plans have been made. This helps the adults to understand the role of the Court of Honor. They get more of the feeling of troop government by hearing the girls report on their plans, and it sets the stage for better understanding by both girls and adults of each other's jobs.

What the troop does as a whole

The troop is the basic unit in Girl Scouting. While most

business goes on in the patrols, the entire troop unites for such events as openings and closings, special ceremonies, trips, outside events, games and other recreation, and determination of troop-wide plans.

Small-group planning should often be supplemented by total-troop discussion and decision making. On some occasions the Court of Honor may feel that it would be best to introduce a new subject to the entire troop rather than directly to patrols. Or girls may want to bring back their ideas to the whole troop after they have spoken freely in patrol meetings.

Troops often break up into small groups other than the patrols. Interest in badges often crosscuts patrols. Games call for quickly chosen temporary teams. A special interest on the part of a few girls in a request for community service may create a temporary grouping. Occasionally, all the thirteen-year-olds in your troop may want to do something together without the younger troop members. Just be sure to avoid the two extremes: one of allowing no small groupings except patrols; the other of continual subdividing into a confusing variety of groups. Let the patrols be the strong, organized, and *continuing* groups which exist to help the troop move its overall plan along. Let all other divisions be *temporary,* formed on the spot to carry out some small part of that plan and then disbanded.

HOW THE CLUB FORM WORKS

Almost all adults have had some experience with the club form of government. Under this form all members of the troop sit in on the business sessions. These are conducted by the usual club officers: president, vice-president, secretary, and treasurer (the position of vice-president is included only if the troop members feel there is a real job for her to do). These officers make up the executive committee of the troop.

If your girls are both young and inexperienced, you will be

busy—busy training and backing new officers without taking over their right to the fun of conducting their own meetings. In the early stages, frequent meetings of the executive committee will give you an opportunity to give the officers the training they need to meet the situations you know will arise when they conduct their first troop business meetings. Help them to decide how they are going to run their meetings through such questions as:

How long can a business meeting go on before the girls will begin to get restless?

Which items require a vote? Shall we vote by hand or ballot?

In what order should the items appear on the agenda?

Are there any items which should be introduced at this meeting and then thought about until the next meeting before a decision is made?

What important points should the president write down beside each item to refresh her memory when she reports to the troop?

Did the girls like having the secretary call the roll to give each girl a chance to express her opinion on the two hike dates?

How can we keep Helen from talking so much without hurting her feelings?

How do you officers feel about the way the troop is going?

Such discussions will help the officers conduct their business meetings with understanding and poise. You will be there to help if a situation arises that they are not ready to handle. Such a situation can then be discussed in the next executive meeting so that they can learn from it.

Many of the suggestions in the section of this chapter called "The Court of Honor" are equally valuable to the leader with an executive committee. Also, the material in the *Patrol Leader's Handbook* on "A Business Meeting" is full of concrete suggestions for officers in a club form of government.

There is, of course, nothing comparable to patrols in this

form of government. Activities are carried out in short-term interest groups or by the entire troop. Individuals or small committees assume responsibility for troop jobs. When a girl is given a personal or a committee assignment, it is your job to be sure that she knows exactly what is expected of her and how to go about accomplishing it.

The club form of government appears to be simpler than the patrol system, but only in a small troop will you find all troop members participating freely and all having a chance to take leadership in some activity.

CHAPTER 6

Planning troop program

A program of activities for your troop is essential, because the girls will learn the basic principles of Girl Scouting only if they are doing things that are exciting to them. If the girls don't come to the troop meetings, you can't help them! Put any activity into a framework of fun, free choice, good fellowship, and a dash of appreciation, and the dullest routine can become high adventure. Did you ever work on a decoration committee or a clean-up squad that had more fun than those in the spotlight? It's the atmosphere that makes anything fun, and it's the leader who establishes the atmosphere in a Girl Scout troop. Girls are aware of it before they have completed their first "hellos."

This chapter, along with all the other chapters in Part II, will help you focus on how your troop's activities can be planned to bring both immediate fun and lasting value to the girls.

FOUR SOURCES OF PROGRAM

Strong troop program is not a single thread but a braiding of at least four strands:

The girls bring their individual skills and interests, ideas of activities they would like to try, and a vast fund of realistic and fanciful information from their other experiences.

The leaders bring understanding of girls' needs, desires, and abilities. They bring their own interests and abilities, experience in planning, contacts for other adult help, access to books and other resources.

The Girl Scout organization contributes a program of ranks, badges, and special events. It supplies training and program techniques for leaders, books to help with program, aid in obtaining community interest and support.

The community supplies the people who support and help with the program, special events which offer highlights for the program, the places of interest which enrich the girls' understanding and appreciation. It is the community too that provides the girls with occasion for their service projects.

WHY PLAN?

In order for your troop and its individual members to accomplish the specific objectives they want, it is necessary to make some kind of a plan. In addition, the planning process gives the youngsters in your troop a chance to learn how to plan.

The rapidly changing interests of girls at this age will make planning difficult and may be the source of many baffling moments for you. The subject which creates wild enthusiasm at one meeting is often met with complete indifference (even disdain) at the next.

Young girls not only shift their interests unpredictably but appear to want definite plans and complete flexibility at the same time. If the troop plans are in enough detail to assure the adults that they know exactly what to expect, the girls may dent your security with, "Ah, it's all so cut and dried . . . no excitement." But, if you live by their implied desire of a week-to-week existence, they will turn on you in time

with, "Gee, we never do anything big and interesting." Most troops solve the contradiction by a combination of long-term and short-term planning.

A long-term plan covers the big events of the whole year: the troop birthday, a Court of Awards, a Scouts' Own, a trip, a special community event, overnight camping. The plan designates the date but not the content of the event. This kind of a plan is very encouraging to the starry-eyed child who feels she can survive the indoor winter program only because the troop calendar promises her cherished cook-out with the arrival of spring.

A short-term plan covers the exact details of meetings and events. Usually these details are blocked in only two to four weeks ahead so that the stage of the girls plus the nature of the meetings can be taken into account in the plan. A big event dictates much of the program of the meetings that precede it. Therefore, it is a good idea to have some lulls between highlights in the long-term plan in order to make more spontaneity in short-term plans possible.

PLANNING A TIME-AND-EVENTS CHART

With so many program possibilities, the big question becomes: "How much time is there in which to do all the exciting things?" Therefore, the first step in planning program with the girls is to set aside a troop meeting for building a time-and-events chart.

A large blackboard or piece of wrapping paper and a stack of calendars will help the girls to plot the chart:

How many weeks are there in the months for which you are planning? Make a chart of squares on the board and date each square with a regular meeting date.

Are there any known events which will prevent the troop from meeting—holidays, exams, school, church or community events? Cross out those squares.

TIME AND EVENTS PLANNING CHART

Month	Meeting Days					Special Remarks
Oct.	6	13	20	27	31 Monday Extra	13—Columbus Day 31—Juliette Low's Birthday . . . Open House for new troops at troop camp site
Nov.	3	10	17	24 Thanksgiving		8—Election Day—Aides to Voters 10-15—Cookie sale 24—Thanksgiving—No meeting
Dec.	1	8	15	22	29 ?	15—Neighborhood troops caroling after supper 23-3—Schools closed. May meet by patrols on 29th
Jan.	5	12	19	26 !		20—State's birthday 26—Troop birthday
Feb.	2	9	16	23 Switch to 22nd		12—Lincoln's Birthday 14—Valentine's Day 22—Washington's Birthday and G.S. Thinking Day
Mar.	1	8	15	22	29	12—G.S. Birthday 11-17—G.S. Week—Rallies for troops meeting on the same day. Ours on the 15th

Apr.	5	12	19	26		12-13—Teachers' mtg.—School closed
May	3	10	17	24	31 Switch to 30th	30—School holiday
June	7	14	21 School closing	28		21—Programs for last day of school.
July Aug.						No attempt to plan here until camp plans are known
Sept.	6	12	20	27		5—School opens

Step 1 Make a chart and list dates of troop meetings.

Step 2 Cross out dates troop will *not* be able to meet.

Step 3 Note dates and special events which might affect theme of a meeting.

Step 4 Mark in a bright color holidays especially good for troop events.

Are there any special events which might affect the theme of a meeting—the Girl Scout Birthday, Founder's Day, George Washington's Birthday, Valentine's Day, Arbor Day, Be Kind to Animals Week, a council event? Write this fact in a "Special Remarks" column beside the month in which it occurs.

Are there any holidays which might be especially good for a troop event—long week ends, days between semesters, single school holidays? Mark these squares in a bright color.

Now, the girls can see exactly how much time they really have for all the troop's program ideas.

GATHERING IDEAS

Making out a time-and-events chart always sets imaginations free, but there are other methods for gathering ideas throughout the year.

In Troop 16's first meeting Mrs. Kay and Miss Bee began to discover that their girls had ideas. Remember "plant a bulb," "diaper a baby," and the one that set their minds to whirling, "plan a square dance for the whole community and give the money to the new library"? Keeping a *troop idea list,* an obvious one of the girls' suggestions, helps convince the troop members that they really do help to plan the program. How often they say, either idly or with great enthusiasm, "Wouldn't it be fun if. . . ." If you can say, "Remember the day Betty suggested that we . . ." when the troop feels in a rut, the entire group may be lifted out of the doldrums and set off again at the usual dizzy pace. And Betty and the others will feel that a postponed idea wasn't a no-account idea after all.

Having ideas gets to be a game. Everyone enjoys being in on it. One troop got so creative they found they needed three columns in their list: Ideas, Big Ideas, WILD IDEAS. Everyone was in on the joke and took the wild, attention-getting schemes in their stride. Some wild ideas even started the

wheels turning for the best good times the troop had.

A *wishing well* into which girls drop "I wish we could do . . ." notes is another way to keep a steady source of supply. So are the *individual idea lists* kept by each girl, particularly if her *Handbook* is well thumbed. So is a *review of rank requirements* still to be met by those working for Tenderfoot or Second Class, or, at a later date, for First Class. And, of course, there is the grapevine, which may report with tinges of envy what fellow Intermediate troops are doing. Your best promotion schemes may be no match for "But my girl friend's troop is doing it and they say it's fun."

SORTING IDEAS

How can you get an organized program with so many ideas in the hopper? Here again, different troops have different schemes. Most troops decide to have the sorting and organizing of ideas handled by the Court of Honor. In this way, some girls get the experience without the whole troop getting restless during the process. If the Court of Honor does do the organizing, it should work out several alternative plans from the sorted ideas. Then each patrol leader should review the plans with her patrol before the whole troop gets together to arrive at the final plans. Many individual interests may be swayed by the new picture of the possibilities for the year.

Troop 4 prefers to hunt through its stock of ideas for those that will make good troop highlights—a puppet show, a sketching hike, a church nursery service project, a community sing—and then see how many of its other ideas can be worked in with the preparation for or program of those highlights.

Troop 7 makes eleven columns, one for each of the eleven fields of interest (see Chapter 8), on a long strip of paper. As the patrol leaders read off the ideas gathered from their patrol members, the scribe writes each one in the column of the field of interest under which it falls. Duplications or near duplications are eliminated during the process, and all sug-

SORTING IDEAS

ARTS AND CRAFTS	LIT. AND DRAMATICS	MUSIC AND DANCING	COMMUNITY LIFE	INTERNATIONAL FRIENDSHIP
[1]leather 𝍸	go to the theatre 𝍸	[6]learn to square dance 𝍸 𝍸 /	[7]visit places as a troop 𝍸 𝍸 𝍸	[8]get a pen pal 𝍸 /
[2]bookbinding 𝍸 ////	[5]have a puppet show ///	would like to sing for somebody /	[7]go to telephone company //	
[3]basketry 𝍸 //			[7]go to a factory /	
[4]weaving ////				
metal /				
pottery //				
make some "trinkets" /				

MOST OBVIOUS BADGES FOR TROOP MEMBERS TO CONSIDER:

[1]Leather, [2]Bookbinding, [3]Basketry, [4]Weaving, [5]Puppeteer, [6]Folk Dancer, [7]My Community, [8]Pen Pal,

NATURE	OUT-OF-DOORS	SPORTS AND GAMES	AGRICULTURE	HEALTH AND SAFETY	HOMEMAKING
learn leaves 𝍸 𝍸 𝍸 /	[9]picnics 𝍸 𝍸 𝍸	[11]swim 𝍸 /	fix a window box for the hospital ///	[13]learn first aid 𝍸 ////	[14]cooking 𝍸 𝍸 ///
learn about insects ///	[9]hikes 𝍸 𝍸 𝍸	[12]games 𝍸 /	plan a garden for summer /	enter fire prevention contest 𝍸 //	[15]housekeeping 𝍸 ////
study birds ///	trips out //	sports //			proper way to be a hostess /
look at nature while hiking /	[10]cook out 𝍸 𝍸	outdoor sports //			
	outdoor badges //	boating //			
	[10]camping 𝍸 𝍸 //	beach trip ///			
	fire building ////				
	day camp //				
	go in the real woods /				

[9]Adventurer, [10]Back-Yard Camper, [10]Outdoor Cook, [11]Swimmer, [12]Games, [13]First Aid, [14]Cook, [15]Homemaker

gestions which can be carried out in the same event or occasion are grouped together. Activities that can be used as introductions to badges are so marked. The fields of major interest to the troop become obvious as those into which the largest number of ideas fall.

Troop 107 combines selecting patrols and program planning. Theirs is an adaptation of Troop 7's method. In addition to the eleven columns for the eleven fields, they make a first column for the names of all the girls. Each girl's interests are then listed in line with her name. They build their patrols around the mutual interests that appear from the listing.

FITTING THE IDEAS INTO THE TIME-AND-EVENTS CHART

The process of arriving at the final long-term plan can be very exciting. After shaping their ideas in Court of Honor meetings and patrol discussions, the troop is ready to decide which of the alternative plans is preferred. After this decision is reached in an all-troop discussion, the girls then block in the plan on their time-and-events chart. Once the procedure is tried, it turns out to be much simpler than it sounds.

Suppose that your big late-spring event is to be an open house Court of Awards to which parents, program consultants, and others who have helped you through the year will be invited. Fine! When? First week in June? Then the troop will want to have their rank and badge work completed about the first of May in order to have time to get the badges to be presented. That gives you about twelve meetings in a block between the time you get going in the fall and the holidays in December plus another block of about sixteen meetings from January through May.

Some of the activities suggested by the troop are bound to be seasonal, so put them on the chart in the appropriate months. Others just need to be fitted in. Good grooming may be an *immediate* need. Music appreciation may fit naturally

into community musical events. Sewing and dramatics are ideal for a predictable cold or rainy season. A citizenship theme is in vogue 365 days out of the year but can be made more timely if linked to your state's birthday or a local election or some other date of significance. A local fair may offer the opportunity for setting up a miniature camp with lashed gadgets or demonstrating cooking on a tin-can stove, but don't try a bazaar the week after the PTA holds one! And so it goes.

Facing the reality of too many ideas and too little time can be painful, but it is easier for the girls to accept the fact if they decide themselves what to leave out.

PLAN TIME OUTSIDE OF MEETINGS

In some communities Girl Scouting is *the* activity in the girls' lives. In other places, it must be squeezed in with other groups, individual lessons, and family activities. Some schools are very community-minded, while others function only in the classroom. All of these factors affect the scope of your troop program and the time you can plan outside meetings.

All troop program plans should include hikes, camping, trips in the community, cook-outs, participation in community service or special events. Some of these things can be done at regular troop meeting time; most often they will have to be planned as special outside events.

Court of Honor meetings can sometimes be held during or immediately following the troop meetings, but longer planning or training sessions with the Court of Honor must be planned outside the regular troop meetings.

YOUR ROLE IN PROGRAM PLANNING

If you can keep from approaching your troop's planning meetings with cherished ideas already worked out in your own mind, you will be free to delight in the imaginative way the

TIME AND EVENTS PLANNING CHART

Month	Meeting Days					Special Remarks
Oct.	6 Meet outside Badge groups	13 if the weather behaves each week	20	27 Review how to act on 31st	31 Monday Extra	13—Columbus Day 31—Juliette Low's Birthday . . . Open House for new troops at troop camp site
Nov.	3 Discuss 31st mtg. Prepare for A-to-V	10 Discuss A-to-V Final sale plans	17 Finish Cookies	24 Thanksgiving		8—Election Day—Aides to Voters 10-15—Cookie sale 24—Thanksgiving—No meeting
Dec.	1 Badge groups	8	15 Supper	22	29 ?	15—Neighborhood troops caroling after supper 23-3—Schools closed. May meet by patrols on 29th
Jan.	5 Badge groups	12	19	26 Party		20—State's birthday 26—Troop birthday Invest fly-ups
Feb.	2	9 Make spring plans	16 New badge groups	23 Switch to 22nd		12—Lincoln's Birthday 14—Valentine's Day 22—Washington's Birthday and G.S. Thinking Day If no neigh. plans consider a hike
Mar.	1 Badge groups	8	15 Rally	22	29	12—G.S. Birthday 11-17—G.S. Week—Rallies for troops meeting on the same day. Ours on the 15th

Apr.	5 Badges	12 All Day	19 Supper cook-outs?	26		12-13—Teachers' mtg.—School closed
May	3 Complete ranks & badges	10	17	24 Review overnight plans	31 Switch to 30th	30—School holiday Consider an overnight at troop camp cabin Tues. aft. to Wed. aft. Make summer plans while on trip
June	7	14	21 School closing	28		21—Programs for last day of school. 7—Open house and Court of Awards
July Aug.						No attempt to plan here until camp plans are known
Sept.	6	12	20	27		5—School opens 6—Court of Honor planning meeting

Step 5 Block in plans approved by troop.

girls piece together a program plan. Let them pack all their ideas of adventure and fun into the planning session. There will be plenty of time later to smooth rough ideas or prop up a top-heavy project. Keep convincing yourself that you really do want the ideas to come from the girls and that you do want to help them carry out *their* ideas. The results may very well surprise you!

The plans, of course, will raise many questions for you which bother the girls not at all. How much time outside of meetings will it take? Who will help? Can we afford it? With a concrete plan in hand, you will be ready to ask other adults for concrete help. If you are successful, the plans will move into action. If you cannot get the necessary help, "What shall we do?" will have to become a troop concern (program consultants who have been too busy when asked by an adult have been known to falter before the level gaze of a ten-year-old). If the problem does prove insurmountable, the plans will have to change. Life is sometimes like that. Why not face it here where the disappointment is quickly eased by another equally exciting plan?

CHAPTER 7

Financing troop program

". . . Which leaves us with a balance of $7.58. Respectfully submitted, Josephine Brown, Troop Treasurer." No one questioned Josephine's arithmetic. They had elected her treasurer because she could add better than anyone else in the sixth grade; but the report was a shock. The square dance had been a success . . . but expensive too! Either the trip to the city or the overnight hike would have to be dropped. Mrs. Green was in that placid mood which they knew meant that she expected them to work this out for themselves. Mrs. White, their former leader, used to say, "Let me see if the troop committee can help us out." But Mrs. Green had said right off that being thrifty was much more than *saving* money. It was putting first things first in budgeting, and then squeezing the most possible fun from what you had by thinking up different and less expensive ways of doing things.

THE TROOP TREASURY

Troop money comes from two sources: the dues paid by each

troop member each week and the money earned by the troop. Troops which cannot manage on their income from weekly dues (usually five cents or ten cents) must plan money-raising events to get the extra money they need.

It is unnecessary and unwise for a troop to accumulate large sums of money or to carry over from one troop year to another more than enough to provide for the first few meetings. The emphasis should always be: We need this much money to carry out these activities; not: We have this much money, how shall we spend it?

The money in the troop treasury is the property of the troop as a whole. The consent of the troop should be obtained before expenditures are made and, where feasible, the purchasing should be handled by the girls themselves. Many, but not all, of the girls will probably have had the experience of budgeting their own allowance. But for all, this will undoubtedly be the first experience with jointly owned funds.

New troop members bring their first membership dues to you in order to be registered. After that, it is customary to budget the troop funds so that membership dues for all the girls who have paid their troop dues conscientiously will be met each year from the troop treasury. In this respect, the troop treasury serves as a kind of savings account.

LEARNING TO BUDGET IS PART OF GOOD PROGRAM

Troop financing is a function of troop government and a vital part of program planning. Approach building a budget, handling money, and raising funds to supplement troop dues with the same question you would ask about any other part of the program: "What will it do for the girls?"

Troops need money to meet the cost of carrying out troop program plans. It is an important part of Girl Scout training that girls learn to be realistic about financing their fun and that they develop a pride in paying their own way. The best

troop program need not be the most expensive one. Troops functioning on limited budgets tend to become more resourceful in use of materials and more creative in developing plans for activities. The inability to buy commercially prepared materials helps the troop retain a simplicity which is in keeping with children's abilities and standards.

BUDGETING WITH INEXPERIENCED GIRLS

As soon as the general plans for the troop year have been made, the question follows, "How much will it cost?" The most common snag you will find in building a budget with inexperienced girls is that they also lack experience in organizing a project. It is impossible to estimate cost until you know what equipment and materials you need.

You can start off girls new to budget making by helping them make outlines (such as on page 100) for each of their program projects. You might suggest that each patrol or small committee work out the estimated expenses for one project. The girls can then get their total special project budget simply by adding together the various patrol estimates.

In addition to the expense of special program projects, you will have the expense of the everyday running of the troop. A troop discussion of meeting costs will point up these details. Starting with the premeeting activities, go through each step in a meeting, building up a list of the needed equipment and supplies. What do we need for games, for songs, for ceremonies, for rank requirements? Which program books do we need and how many of each? How about paper, pencils, rulers, crayons, pins, and more expensive items such as storage space and flags? Before the list is complete, chances are that the awe produced by the mounting expense will generate enthusiasm for a bring-it-from-home day and a make-it-yourself plan.

In the process of making a budget, a new awareness of troop

Program Project: Day Hike
Number of People Planned For: 28 Girls and 2 Leaders
Total Cost: $8.73

Program activities	Supplies and equipment on hand	Transportation or postage	Cost	Equipment	Cost	Supplies	Cost
Compass game	Paper for messages	none		4 Compasses	$5.40	Graham crackers	$1.08
Trail signs	Pencils					Marshmallows	$.75
Fire Building	String for fire contest					Chocolate Bar	$1.50
Some-mores	matches						
Noselbag Lunch	First aid Kit						
total					$5.40		$3.33

needs and a feeling of responsibility for providing for them will be passed from the adult to the girl members, and the feeling of it being "our troop" will be more solidly forged.

Expect the first budget to be too elaborate. A new troop may have to estimate freely when budgeting, since it has no previous experience on which to base its decisions. A troop past its first birthday should have a good idea of how much it costs to take a trip, provide simple refreshments for a party, or supply a hike menu. A mother, troop committee member, or a sympathetic storekeeper may be willing to help the girls with their estimates and suggest likely substitute arrangements if necessary.

Be ready to help the troop out of a dilemma with suggestions of less expensive ways of doing things. Do you have to have elaborate food at a party to have a good time? Could a nest of tin-can kettles replace a complicated cooking kit? Could you borrow games material from the library instead of buying your own? Would a service needed by the group that donates the troop's meeting place be a more appropriate way to say "thank you" than a cash contribution? Is there a father of one of the troop members who would help make flag stands and a box to store equipment? Do you need to buy new craft equipment, or could it be borrowed, rented, owned jointly with other troops in the neighborhood, or bought secondhand from a troop that already owns it? Would it be cheaper to buy scissors, rulers, crayons, and sewing equipment for the whole troop or to make patrol equipment bags with items collected from personal supplies? Other leaders more experienced than yourself in troop spending, your troop committee, your troop consultant, the neighborhood chairman, or the council finance committee may be able to help you with further suggestions.

MAKING THE BUDGET

After the troop discussion and perhaps a follow-up investiga-

tion, the girls will be ready to develop an estimated budget like the one suggested in the *Girl Scout Handbook*. The process is usually easier if the girls estimate all their expenses before figuring their income.

The first item on the budget is the amount necessary to cover the troop's membership dues for the following year. This total is found simply by multiplying the number of troop members by one dollar.

Next on the budget come troop supplies. Under this heading list such things as a first aid kit, storage space, flags and flag equipment, bean bags, compasses, scissors, rulers, crayons, paper, pins, paste, paint, thread, cups, soap, paper towels, and all other materials needed for the program planned by the troop. Also under this heading would come troop copies of the *Girl Scout Handbook, Patrol Leader's Handbook, Patrol Record Book, Troop Records and Reports,* and program books for songs, games, nature study, and crafts.

Under the troop activities heading in the budget, list all the extra expenses for special events: transportation and food for trips, postage and food for parties including outside guests, admissions to outside events. Although contributions by children to other organizations are best made through service projects rather than money donations, if your troop does give a token donation, account for it under this activities heading.

Uniforms, pins, and badges should *not* be included in the troop budget. They are personal equipment that each girl buys for herself. The credential fee of one dollar for a lone troop is paid by the lone troop committee. This fee is not the responsibility of the girls and should never be included in the troop budget.

INCOME FROM TROOP DUES

After all expenses have been estimated, the next step is to determine the total income from weekly dues. In light of the

program they have planned, the girls may want to change the amount of the dues they decided on earlier in the year. They may feel that they would rather pay more dues each week than spend time raising money some other way.

Before you get into this discussion with the troop, you ought to know in general the financial status of the girls and whether they get their money from regular allowances, from jobs, or by asking their parents for it as they need it. Knowing this, you can keep their suggestions on the amount for the troop dues within reason. If you discover that some of your troop members are unable to pay the dues finally agreed on, round up some suggestions for ways they can earn the money.

Remember that it is not the responsibility of the leader to support the troop financially. You may want to pay weekly dues along with the girls, but beyond that your only responsibility is to see that the parents and your troop committee know about the troop's plans and understand its financial needs.

When the girls are discussing the question of dues at their budget meeting, make sure that they understand that the money required for the program they have planned comes from them. This is the perfect spot for getting them to think in terms of responsible handling of money matters and to understand the obligations they incur when they approve the troop budget.

RAISING ADDITIONAL FUNDS

When your troop has balanced its estimated expenses against its income from troop dues, you may find that you need more money to carry out the program the troop has planned. How to raise the money?

The National Girl Scout Organization approves of money-raising activities by troops because it feels that raising and learning to handle funds is part of a Girl Scout's education. It requires, however, that *any such projects by a troop be ap-*

proved by the council or lone troop committee responsible for the troop. Your money raising may be done by your troop alone, with several other troops, or as a council-sponsored project.

Before deciding on a troop project, take stock of those of other organizations in your community and try to pick one that will be uniquely yours. If bazaars and rummage sales are popular with women's organizations, consider a week-end carnival that will draw the young children of the neighborhood with pennies and nickels to spend on a fish pond, bean bag toss, and booths for other simple skills. If food sales are already overworked in your town, perhaps the Girl Scouts could become known for their seasonal decorations, table arrangements, and boutonnieres. The following money-raising techniques have been used successfully by other troops and may give your troop some ideas:

*Sale of commercial products.** A favorite troop project is the sale of Girl Scout calendars, cookies, candy, or nuts. These products must be bought by the troop from companies approved by the National Organization. Your council or the National Equipment Service will supply you with a list of these companies upon request. Do not undertake such sales unless the girls are old enough to behave in a courteous and businesslike way. The selling should always be done in homes or proper public places, never on the street, and at times approved by parents and school authorities. If possible, the sales should be conducted on a cash not an order basis.

*Sale of products made by the girls.** The quality of homemade things put up for sale must be high. A list of items your troop might make and sell is endless, including anything from the fields of art, sewing, crafts, photography, cooking, nature, and so on. The how-to-make-it sections of *The American Girl*

* Sales may require payment of a sales tax. Also, some towns and states have ordinances forbidding any selling by children and/or regulating the sale of homemade food products. Check with the finance committee of your council or someone familiar with your laws.

A TROOP CARNIVAL

WHAT'S IN IT FOR THE GIRLS?

Organizing

THE GIRLS:

select best time
make over-all plans
divide work
decide how to advertise
collect necessary material
decide on fair prices
select prizes
get necessary permissions

Building and managing

THE GIRLS:

make signs and posters
make and decorate booths
arrange inside of booths
run games
collect money and make change
take down booths

Special returns

THE GIRLS:

get a chance to run a complicated event
have the satisfaction of earning their own money
learn to think about what interests other people
work in close cooperation for a single goal
build up good community relations for their troop

magazine and women's and children's magazines are excellent sources of ideas.

Entertainment and service. Your troop will undoubtedly develop some specialties through their program and service activities, and some of these may be used for money-raising projects. The same puppet show that your troop gives at a hospital as a community service could be given to neighborhood children for a small admission charge.* The girls who assist in a church nursery as a "thank you" service for their meeting place in the church hall could charge an hourly rate in a Girl Scout nursery at the annual fair. You can see how a Girl Scout dinner, a pet, hobby, or flower show, care of pets and gardens, a play, carnival, or circus, a white elephant or rummage sale could be worked in with your troop's particular program interests.

Your troop will be able to think of any number of other ways of raising whatever money it needs for its program. You, as the leader, should guide the girls' suggestions so that whatever project they decide on will be suited to their age and abilities and, if possible, related to their current troop program. Make sure that the goal for the event never exceeds the amount needed to balance the troop budget for the current year and that the girls will be able to give full value for any product or service for which money is received.

Any money that your troop raises for itself belongs to the whole troop and should not be distributed to individual girls, except for such troop projects as camperships and trips. Your council or lone troop committee is responsible for seeing that Girl Scout money-raising activities are done in accordance with national policies.† Therefore, you should make a report to that group on the amount of money you raise and how it is to be spent.

* Before you plan any event for which admission is to be charged, check with the finance committee of your council or someone familiar with the law for instruction on applying for exemption from the federal admissions tax.

† Stated in the *Blue Book of Policies.*

COLLECTING TROOP DUES

It is important that the girls themselves have the experience of collecting their dues money and keeping the records on it, although this operation should be supervised by a leader or troop committee member. In troops operating under the patrol system, individual attendance and payment of dues are usually recorded at patrol meetings in the *Patrol Record Books*. The patrol leaders turn over the money to the troop treasurer, who keeps the troop record of income and expenditure (troop finance records for this purpose may be purchased from National Equipment Service and are listed in the *Publications Catalog*). In troops operating under the club form of government, the girls pay their dues directly to the troop treasurer.

The troop treasurer should always turn over the money she collects to a leader for safekeeping or bank deposit. However, the leader or troop committee member who works with the treasurer can give her excellent practical training by showing her how the troop money is banked and by explaining the procedures involved in depositing and withdrawing funds and in writing checks.

SHARED RESPONSIBILITY FOR TROOP FINANCES

It is a protection for the leader to have other adults sharing the responsibility for troop money. That is why you should have your troop committee approve all your money-raising plans. If your troop is under a council, the finance committee is ultimately responsible for safeguarding the troop's money. Most councils, therefore, have policies for troops concerning:

Depositing money in a bank

Banks are becoming increasingly cooperative about accepting

troop accounts, recognizing that it is a community service to train young people for the financial responsibilities of citizenship. If your troop has a bank account, money should be deposited in the name of _____ Girl Scout Council, Troop No. ____. All checks must be signed by the girl treasurer and one adult, although it is advisable to have at least two authorized adult signatures: the leader's and that of the assistant leader, troop committee chairman, or troop committee member who works with the girl treasurer. It is vital, of course, that the bank be kept up to date on changes in authorized signatures.

Transferring troop funds

When a leader resigns, she is responsible for turning over the troop's finance records, equipment, and all the money to the new leader or the troop committee. If the troop has a bank account, the bank must be informed immediately that the leader's signature is no longer authorized for that account.

If a troop divides to form two separate troops, then the girls, leaders, and troop committee members must decide together the best way to divide the funds fairly.

If a troop disbands before the girls decide how to dispose of their remaining funds, the treasury balance must be transferred to the council so that it will continue to be used for Scout activities. Money should never be divided among the members of a disbanding troop.

A yearly financial report

The troop treasurer usually reports income and expenses to the troop monthly, and once or twice a year she shows them how the actual budget compares with their estimated one. Her yearly financial report should also be submitted to the parents, the troop committee, and the council as an accounting of funds.

Plans for money-raising

The council determines policies for the kind, frequency, size, and purpose of money-raising projects. It also must approve the methods of money raising used by Girl Scouts within its jurisdiction.

A council's campaign for funds to maintain Girl Scouting in the community must have preference over the money-raising plans of the individual troops. This is necessary because, in addition to its responsibility for following national Girl Scout policies, a council under a community chest must abide by the chest's rulings concerning money-raising activities.

Monetary gifts

A substantial monetary gift offered to a single troop must first be approved by the council, because it may be used to better advantage for all Girl Scouts if given to the council rather than to an individual troop.

CHAPTER 8

The Girl Scout program pattern

Rarely does a girl give as her reason for joining the Girl Scouts, "To get my character improved." But when her days as a girl member are over, it is not unusual to hear a Girl Scout say, "It has made me a better person."

The deeper meaning of Girl Scouting grows from its basic principles, expressed in the Promise and in the purpose of the organization (stated on page 8). The three principles on which the Promise is based run through all Girl Scout activities: spiritual value, citizenship training, and service to others. Every girl has the right to get these things from Girl Scouting. Everything that happens in Girl Scouting contains elements of them. Don't forget them when you are trying to interpret Girl Scouting to parents and community groups.

THE THREE PARTS OF THE PROMISE

The *spiritual value* of Girl Scouting provides the force behind all its activities and gives life and meaning to its program. Actual religious instruction is the responsibility of

parents and religious authorities, but the ethical code expressed in the Girl Scout Promise and Laws helps every Scout to honor God and to carry out her duty to Him by the way she lives. Everything done by a Girl Scout—every rank she achieves and badge she earns—is judged in the light of how well she understands and carries out the Laws.

Citizenship training is a major concern of Girl Scouting, for the ability to be a constructive citizen in a democratic society, like any skill, must be learned and constantly practiced to be first rate. Being a good citizen in a democracy is not easy. It takes self-confidence and a sense of responsibility. In fact, a person's whole character and attitude towards life go into determining how good a citizen she will be. Because of this, the Girl Scouts feel that everything a young person does can be used to train her for her role as a citizen.

It is impossible to make a complete list of the characteristics of a good American citizen, but the following list is a starter. Think about each of the characteristics listed, and as you become more familiar with Girl Scouting, you will realize that the possibilities of training for good citizenship exist in every single phase of the Girl Scout program.

A good citizen is a person of integrity:

She acts with high moral courage based on her convictions about right and wrong.

She does her share of daily work.

She believes in the dignity and worth of each person.

She respects other people's feelings.

She respects other people's right to their own beliefs.

She respects other people's rights and property.

She develops her talents and skills in order to be better prepared to give direct, unselfish service to her family, her community, and her country.

A good citizen respects and is loyal to the ideals of her country:

She knows the fundamental beliefs on which her country is founded.

She is proud of her country's heritage.

She knows and has respect for its patriotic traditions and customs, songs and symbols.

She understands how democratic government works and how the same democratic ways are important in family, social, and civic life.

She lives her daily life according to the ideals of her country and is able to explain those ideals to others.

A good citizen practices democratic ways of work:

She tries to gather facts and is willing to discuss all sides of a question before forming an opinion.

She abides by the decision of the majority while respecting the rights and opinions of the minority.

She obeys the law and uses only lawful means to correct injustice.

She keeps up to date on current affairs and problems and acts constructively regarding them.

She knows the rights and accepts the responsibilities of a citizen.

Service to others is a vital part of Girl Scouting. By the very nature of the Promise she makes, every Girl Scout is committed to give service. Every rank and badge symbol she wears proclaims, "I am prepared and willing to be of service in this area."

Because service is such a fundamental part of Girl Scouting, no additional awards or insignia based on hours of service

are provided by the organization. To "do a good turn daily" seems simple; yet it is by repetition of such thoughtfulness that lifelong habits of service are formed.

Opportunities for service are found in every rank and badge. You may need to show your girls how serving at a church supper or stuffing envelopes for a community organization is a worth-while service, but they will find a dignity in such assistance when they realize that they are releasing more skilled people to do jobs which, as young Scouts, they are not yet ready to do.

In addition to the services which stem naturally from troop program, nation-wide service opportunities are announced in *The Girl Scout Leader* and local service opportunities are initiated by your council. The girls in your troop will not lack chances to give service. Your job, as troop leader, is to make sure they understand that they have a duty to use their skills for service to others.

THE ELEVEN FIELDS OF INTEREST

The whole Girl Scout program, then, is built on three basic principles. But what about the activities themselves? There are so many hundreds of things young girls are interested in doing. Where shall you begin? How can you organize them for planning purposes?

The Girl Scouts' way of classifying things to do is under *eleven fields of interest*. Anything a girl may want to do can find a place under one of these fields. Of course, many activities belong to more than one field (for example, baby sitting is related to both Homemaking and Health and Safety; a conservation project touches on both Nature and the Out-of-Doors). Therefore, those fields whose activities are likely to overlap are classified together. Thus, the over-all pattern of the Girl Scout program of activities, in which you find rank requirements stated, badges indexed, articles written, and program training given, looks like this:

Adventuring in the Arts
Arts and Crafts
Literature and Dramatics
Music and Dancing

Citizens Here and Abroad
Community Life
International Friendship

Fun and Exploration in the Out-of-Doors
Nature
Out-of-Doors
Sports and Games

You and Your Home
Agriculture
Health and Safety
Homemaking

These classifications are not meant to set rigid limits to the things your girls want to do. They are used in the rank requirements to guide the girls' program ideas into different areas, to give them a taste of the various kinds of things there are to do in life. But they are also for your use, giving you ideas of how a simple activity starting in one field can be broadened naturally into an exciting project by carrying it over into other fields. The favorite troop song that is first sung can next be dramatized and then used as the plot for a shadowgraph, which may turn out to be such fun that it starts the idea of giving a show for other children in the neighborhood. Truly an adventure in the arts!

Hundreds of suggestions of things to do are given in the field of interest chapters and under the badge requirements in the *Girl Scout Handbook*. Familiarity with these sections will help the girls think of a wide variety of activities for their program and will help you find ways of relating their seemingly unrelated bents.

Each field of interest has particular values, which you

RANK AND BADGE ACTIVITIES COME FROM THE FIELDS OF INTEREST

GROUPINGS	Adventuring in the Arts			Citizens at Home and Abroad		Fun and Exploration in the Out-of-Doors			You and Your Home		
FIELDS OF INTEREST	Arts and Crafts	Lit. and Dram.	Music and Dancing	Community Life	International Friendship	Nature	Out-of-Doors	Sports and Games	Agri-culture	Health and Safety	Home-making
RANK REQUIREMENTS Tenderfoot	6a			5	4	6a	6b				6a
Second Class	○	○	○	○	○	○	○	○	○	○	○
First Class		5			3		4			6	
	Plus: 10 badges (4 or 5 badges chosen from one field and the remaining 5 or 6 from other fields)										
Curved Bar	4 badges for Curved Bar in the Arts			4 badges for Curved Bar in Citizenship		4 badges for Curved Bar in the Out-of-Doors			4 badges for Curved Bar in Homemaking		
BADGES AVAILABLE	16	11	6	10	8	14	7	11	9	11	11

should be on the alert to see that the girls do not miss. The girls carry on an activity because it is fun, but that does not mean they cannot be gaining a more lasting benefit from it. They play a game for the simple reason that they enjoy it, but you know the value of that game for letting off steam, improving coordination, learning to get along with a group, practicing a skill. So it is with any activity in any of the fields of interest: the girls will do it because it appeals to their fancy; you will unobtrusively see that they absorb lasting values from it.

Adventuring in the Arts
Arts and Crafts
Literature and Dramatics
Music and Dancing

The activities in Adventuring in the Arts are primarily ones of personal skill and satisfaction. Adventures in the arts have a twofold aim: artistic achievement on the girl's own part and development of her ability to appreciate the work of others.

The activities in the *Arts and Crafts* field give a girl the chance to discover her own creative abilities and the satisfaction of making something with her own hands. She learns manual dexterity with different materials and develops an appreciation for beauty in form, color, harmony, and design. By setting high standards for honest work and requiring a truly creative effort from start to finish of a project (no tracing of pictures, no use of precut designs), you instill in her a real appreciation of original work and of the skill of trained craftsmen.

In the *Literature and Dramatics* activities a girl experiences a creative outlet of another type. She learns the adventures in the world of books—the adventure of reading itself, the adventure of writing, the adventure of getting words into print. She develops taste and discrimination in what she reads and enriches her individual resources by reading for fun and for

a purpose. She increases her enthusiasm for the written word by writing herself—troop reports, letters, stories, poetry. She discovers the intricacies involved in disseminating and preserving the world's knowledge by the printed word when she visits libraries, newspapers, publishing houses.

The dramatic activities in the field give a girl a chance to do the spontaneous play-acting she loves—for the sheer fun of it or to get across a point to troopmates—as well as opening up to her the wonderful world of more formal theatre. The poise, sparkle, and pleasant voice she must acquire in order to project a part across the "footlights" will stand her in good stead for her own role off stage. From her work "backstage" she will learn to be resourceful in use of material at hand to enhance any setting. And, of course, she will get much more out of being a member of the audience in future playgoing once she has been "on the boards" herself.

In *Music and Dancing* activities a girl learns to be an enthusiastic performer and an appreciative listener and watcher. These two are the most universal of the arts. The girls learn their own musical heritage and widen their knowledge of other peoples through songs and dances from around the world.

Probably one of the most desired results of participation in this field is that the girls come to know really fine music. From this acquaintance they become more aware of the beauties of sound and rhythm and of what must go into a good musical performance. This can be the beginning of a lifelong interest of great satisfaction.

Music and Dancing is a field particularly dear to campers. The expression "a singing camp is a happy camp" applies just as well to a troop with a varied musical repertoire.

Citizens Here and Abroad
Community Life
International Friendship

Community Life and International Friendship are attitude-

building fields. They deal with matters as intangible as an awareness of conditions in which we live and an understanding of likes and differences to matters as tangible as flag etiquette and bicycle-riding rules. Because the activities in these fields deal with the setting in which the girls live—troop, community, nation, and world—and the people here and abroad who affect their lives, the activities are most closely linked with citizenship training, troop management, and problems of human relations. They therefore thread strongly through the activities in all the other fields of interest.

In *Community Life* activities a girl finds greater understanding of the history and ideals of her country and ways to express her loyalty to it. She learns how her community functions and her present and future responsibilities to it. She develops a greater interest in the current affairs of her community and nation and learns to form her own opinion about them.

Service projects are often the starting point for widening a girl's experiences outside her own troop. They offer her opportunities to develop many of the skills and individual qualities basic to the good citizen. From services to the community she gets the sense of belonging to the more serious phases of living, the sense of responsibility for making a contribution to a larger group, that develops the character traits so necessary in democratic society.

Activities in the *International Friendship* field encourage our Girl Scouts to join with Girl Guides and Girl Scouts in other countries in building understanding and friendliness among the different nations. The interests of girls in the peoples and customs of other countries is a natural one. In this field they learn to understand the important similarities among the different people in their own community as well as among the different countries. They also learn to appreciate differences in color, creed, nationality, and cultural background as natural variations in a diverse universe.

Modern methods of communication and transportation

give the International Friendship field a sense of reality at a time when the need for international good will is at its greatest.

Fun and Exploration in the Out-of-Doors
Nature
Out-of-Doors
Sports and Games

The activities in this group are often the most popular with Intermediate Girl Scouts, for they hint of adventure, resourcefulness, and a special chance to do things not offered in school or other clubs.

In the field of *Nature* girls become familiar with the things in nature which they see every day. They develop their powers of observation and investigation and, as a result of their increased knowledge and understanding, get a greater enjoyment from the out-of-doors.

The knowledge a girl gains from watching or caring for some living thing over a period of time is of much more importance than the number of leaves and trees she can identify. The Girl Scout approach to nature is not through collections of flora and fauna but through understanding of living things, appreciation of their beauty, and conservation of them as they live. Nature activities help a Scout realize both her debt and her responsibility to all living things.

The *Out-of-Doors* field covers an essential part of every troop's program, for every Girl Scout should have the fun of outdoor experiences. In learning to live comfortably and safely outdoors, a girl gains self-confidence, self-reliance, and resourcefulness. She comes to appreciate simple, natural living and acquires a sense of responsibility for protecting the beauty of the countryside. She finds out that it's fun to do things outside all year round: games, treasure hunts, nature trails, hikes, cook-outs, and that greatest of all outdoor experiences—camping. In order to get the most from the out-of-doors, every troop should try to progress from its first out-

ing to a troop camping experience within its first year (see "Easy Stages in the Out-of-Doors" on page 161). While a girl is first enjoying herself on simple outings, she learns the *seven basic skills of camping* as training for the more advanced outdoor experiences open to her when she becomes an older Intermediate and a Senior Scout:

1. Know good manners in the out-of-doors; know the rules of the road in town and country.
2. Know how to dress for outdoor activity.
3. Know how to tie a square knot and a clove hitch.
4. Know how to use and care for a knife.
5. Know simple first aid.
6. Know how to choose a spot for a fire, how to build it, and how to put it out.
7. Know how to cook something for yourself and your patrol.

In *Sports and Games* girls enjoy healthy activity while learning both physical skill and good sportsmanship. Participation in games as a player or spectator is a large part of the social life of most American young people. Girl Scouting's particular contribution is the simple game in which group fun is stressed. In any given sport a girl learns good form, proper etiquette, care of equipment, and health and safety precautions.

You and Your Home
Agriculture
Health and Safety
Homemaking

The creation and management of a pleasant home has always been the primary role of women and still plays a large part in every woman's life. The activities in this group prepare a young girl for her immediate duties in this special home world and for her future life as the center of her own home.

In the *Agriculture* field a girl learns about the things raised for human consumption. She gains an appreciation of the

interdependence of plants and animals and of the need for conservation of food, soil, wild life, forest, and waterways. She becomes aware of the importance of raising and producing food and learns to understand food values and the cost of foods. The activities of the Agriculture field are especially valuable in bringing together girls from city and country.

The *Health and Safety* activities encourage girls to establish the desirable habits they learn in the troop, at home, and in school. They come to understand that good health means physical, social, and mental well being, and they learn more about what goes into maintaining good health.

An effective safety program helps your troop members to recognize situations that are hazardous and to discover how to make concrete contributions toward the safety of themselves and others. They learn how to develop a sensible attitude toward dangers, avoiding an overcautious, overconcerned feeling. Such a program also teaches them to avoid creating accident hazards and to act intelligently and courageously when accidents do occur.

Because there are health and safety aspects in every activity, her willingness to accept responsibility for the health and safety of herself and others becomes a real factor in each Scout's contribution to the success of her troop.

The activities in *Homemaking,* always the most popular field in terms of the number of badges earned each year, emphasize the attitudes which go into making the spirit of a real home. The girls learn how to create the atmosphere of home wherever they are—house, apartment, hotel room, trailer, tent at camp, or emergency shelter. They gain a greater security in their own homes by increasing their abilities in homemaking and their understanding of what is involved in caring for the needs of a family. In addition to the care of the health and comfort of a family, the girls practice the art of hospitality and social poise, the selection and care of household furnishings and equipment, and the purchase, making, and care of suitable and attractive clothing.

CHAPTER 9

Progression through the ranks

Around the corner and four more houses to go. Sally ran the whole way, but her thoughts moved faster still. Did it show? Would they see it tonight? Would they say anything? For weeks now Sally had been in a fever of excitement—reading, practicing, demonstrating, thinking, talking—and today had been the day. Today she had officially worn the green dress she had tried on so many times, with its pink tie to match its wild rose crest. Today she was really a Girl Scout!

The bright trefoil pin, not yet a half-hour old, shone from the knot of her tie. It was because she and her best friends, Josephine and Virginia, had stood under the street light admiring their pins that she was running now. Scouts or no Scouts, supper was at quarter to six.

Supper progressed as usual. It seemed so obvious to Sally. Why couldn't they see it? She wasn't the same person who had had her sandwich and milk at this very table this noon. She had made a Promise this afternoon. She had been taken up to Mrs. Pelton by Audrey, her patrol leader, and had made her Promise and received her pin and, like the other Tender-

foot Scouts, had been welcomed by the troop. She believed in her heart that she would never grumble again (a Girl Scout is cheerful) or forget to turn off the basement lights (a Girl Scout is thrifty) or hesitate over the dishes or dusting (a Girl Scout's duty is to be useful). Life, she felt, was now going to be very different and very beautiful!

Millions of girls have felt this way since Juliette Low's niece became the first U.S. Girl Scout in 1912. A girl, like the woman she will become, needs to feel she is doing something worthwhile. She needs to know she's getting somewhere. She needs some form of recognition for her efforts. You know yourself that you like a little recognition for your efforts; to a preteenager, recognition is vital.

RANKS—YARDSTICKS FOR GROWTH

The Intermediate-age girl has so much to try and do. She is pulled first one way and then another by the outside and inside processes of growing up. The ranks in the Intermediate program help her have a sense of accomplishment. As a Brownie she was not ready for such long-term projects, and as a Senior she will not need specific requirements to help her plan her activities. For the ten-to-fourteen-year age, however, the plan of rank progression is useful.

As a girl completes a new rank, she can see that she is getting somewhere. The specific requirements, with their elements of choice, help her see the possibilities of a project and decide what she will do. The standards by which her work is judged give her guides for learning her own capabilities and developing personal standards of work. Each chapter on ranks in the *Girl Scout Handbook* includes questions which help a girl see that her Scouting activities are helping her grow up. In each successive rank, the Laws are reinterpreted in a more mature way so that she will see, too, that as she grows her understanding of her code of ethics grows with her.

In this chapter, you will find an interpretation of the pur-

pose of the Intermediate rank program and some suggestions for accomplishing the activities in each rank. The requirements are outlined in detail in the *Girl Scout Handbook.* Both this book and the *Handbook* are necessary for you to prepare to help your girls progress through the ranks, for a leader needs to know "why" and "how" if she is to help her Scouts pursue the adventure that is Girl Scouting.

WORKING WITH THE NEW GIRL TOWARDS TENDERFOOT RANK

Tenderfoot rank requirements

1. Learn the Girl Scout Promise, Laws, slogan, motto.
2. Learn the history of Girl Scouting.
3. Be able to give the Girl Scout salute, sign, handshake.
4. Learn how to display and use the flag of the United States of America.
5. Know about the World Association of Girl Guides and Girl Scouts. Be able to explain the meaning of its pin.
6. Choose one activity from each of the following groups and show by the way you do them that you understand the Girl Scout Laws:

a. Homemaking
Know how to set a table and do it at home.
Know how to make a bed and make your own bed.
Make something useful for your home.
Take care of a household pet.

b. Out-of-Doors
Use a compass and make a rough sketch map of the way you go from home to school and from school to troop meeting.
Lay a trail for others to follow.
Use a jackknife to make shavings for a fire.

7. Pay your Girl Scout annual membership dues and know something about why you pay these dues.

8. Attend your troop meetings for four or more weeks.

9. Make the Girl Scout Promise and be invested as a Girl Scout.

There is a special challenge for all leaders in the bright-eyed expectation of the Scout new to the Intermediate program. Whether she is new to Girl Scouting or has been a Brownie for three years, she believes this experience will be "different." She wants to have things expected of her as well as to do new things, make new friends, and have new adventures. She is ready for an interpretation of the ideals as well as the activities of Girl Scouting. This is the leader's best opportunity to help her feel that she is not just joining another club but that membership in Girl Scouting helps her in her daily life and links her with Scouts and Guides all over the world. If she understands, when she enters, that the Promise and Laws must be her guides, that every troop member must help make it a good troop, that a Girl Scout leader is neither parent nor teacher but an interested adult friend, then, a basic understanding will have been established upon which growth in Scouting can be built. Without this interpretation a girl may take part in the activities for years and never really feel the satisfactions of being a Scout.

Some of this understanding must be taught. This is the purpose of the Tenderfoot rank. It is extremely important to a newcomer to meet the Tenderfoot requirements, to be registered and invested, and thus to be able to wear the uniform and insignia. The requirements can be completed in four to eight meetings. The *Girl Scout Handbook* gives the factual material which a girl needs to know. Your contribution is to channel the requirements away from a memorizing chore into activities that have real meaning in the girls' daily lives. What would be a realistic interpretation to a country girl might mean little to a city girl. This is the link of personal understanding which each leader supplies.

The activities suggested in "Launching Troop 16" (pages 228–254) show one way these requirements can be met by a

troop. You probably have ideas of your own. Experienced leaders think it is best to read over the requirements with the girls, interpret the minimum standards to them, answer their questions, and then help them work out a plan of action. Active games, question-and-answer quiz games, discussions, dramatizations, demonstrations, studying on their own, assistance from other troop members, and direct aid from leaders are all devices which keep their learning an active, vital thing.

Requirement 1

The Promise, Laws, slogan, and motto are guideposts for all members of the Girl Scout organization. Together they are the cornerstone of the Girl Scouts' philosophy of service and human relations. They help give a new Scout a sense of direction when deciding what to do or not to do. They give purpose to the activities of the program. A girl eager to belong to Girl Scouting will memorize these principles quickly. Helping her see how they really do affect her everyday life is the role of the leader.

Actual situations which illustrate the practice or failure to practice of the Promise, a Law, the slogan, or the motto make the principles come alive for the girls. A news item or a short story in which the characters are faced with making a decision will help them understand, if the setting is one they can easily identify (a school, a home, or a community like their own). "What would *you* do?" and "Why?" will probably start a lively discussion.

When the girls analyze for themselves the effectiveness of these guides in their daily living, they gain a much better understanding than they do from lengthy moralizing by adults. Such a remark as "But a good Girl Scout doesn't do-o-o-o that" is one of the most effective ways to smother a Scout's earnest, if not always consistent, effort to learn to live with herself and others.

Requirements 2, 3, 5, 7

Knowledge of the history, outward symbols, World Association membership of the organization, and need for financial backing gives a girl a new outlook on Girl Scouting. Exciting as membership in a troop can be, the realization that all over the country, and in other parts of the world too, there are girls believing in the same Promise and Laws and doing the same things gives new status to this business of belonging. Just clarifying the common origin of the Boy Scouts and Girl Scouts may do wonders for a household of brothers and sisters doomed to a certain amount of bickering because of the obvious similarities and the soon-to-be-unearthed differences.

Requirement 4

In the minds of children, Girl Scouting and patriotism are closely associated and patriotism and the American flag are inseparable. Knowing about the history of our flag, how to display it, and how to care for it reaffirms their feeling of good citizenship. The study of the meaning of the flag can be used as a steppingstone to broader interpretations of the meaning of patriotism and citizenship.

Requirement 6

A choice of typical Girl Scout activities is offered as the sixth Tenderfoot requirement. These activities from the Out-of-Doors and the Homemaking fields combine both the dreams and the realities of Girl Scouting.

Most girls join a troop hoping to start right out on adventuresome hikes and camping trips. They want the sense of resourcefulness and assurance that the ability to live comfortably outdoors gives them. The modern tendency towards elaborate gadgets, commercialized entertainment, and spec-

tator sports cuts off many of the natural opportunities children used to have to build this feeling. Therefore, you should give them as much scope as possible for outdoor experiences.

The Homemaking activities suggested for the Tenderfoot rank are simple enough for any ten-year-old, but at the same time they suggest to a girl that she is expected to carry some responsibility in her home. In contrast to the Out-of-Doors activities, which she does with the troop, the Homemaking activities are part of her everyday living. They are the first taste of the things she will learn to do as a Scout that will help her be a better member of her family.

You can check on whether a girl has met the Homemaking requirement by asking her to bring a note from home or, better still, by holding an informal conference with her about it. It is a fine feeling for a child to realize that her self-evaluation of a job can be discussed with an adult friend and that her efforts will be accepted on her own word. Or you may prefer to have the girls tell the rest of the troop how they have met this requirement. This kind of reporting helps all the girls arrive at acceptable standards of performance.

The question "How long must I do it?" is often raised in connection with the Homemaking requirement. Answer this by asking what the troop members think would be fair in the light of the phrase "And show by the way you do them that you understand the Girl Scout Laws." The effectiveness of linking attitude and standard of performance is evidenced in reports from parents who say their daughter's acceptance of her household responsibilities shows a much more cheerful attitude and a new awareness of ways she can help. Again, the state of mind, the attitude developed, is even more important than the activity.

Requirement 8

Attendance at four meetings before she commits herself to membership gives the girl time enough to discover what Girl

Scouting is all about and what her own troop is like. Girls who are too old or too young for the group, those whose lessons or other appointments present too great a time conflict, and those to whom the group activities of Girl Scouting or of that particular troop have no appeal may discover these drawbacks during the first four meetings. The eager new recruits will really know what they are getting into and, by the end of their fourth meeting, will feel a part of the troop to which they are going to belong.

NOTE: A fly-up Brownie who has not already met her Tenderfoot requirements is nevertheless a Girl Scout and does not have to meet this requirement.

Requirement 9

A girl who has been helped to understand what Scouting can mean in her life and who is invested into the organization in a meaningful ceremony will not forget the thrill of that day.

The candlelight investiture ceremony, described on page 260, is considered the most moving of all Girl Scout ceremonies because of the simplicity and the drama of its setting. Variations of it are used by troops meeting in places where use of candles is forbidden. Many troops, however, prefer to develop ceremonies which have special meaning for the particular troop or community.

Tenderfoot rank for former Brownie Scouts

Former Brownie Scouts in your troop are already members of the Girl Scout organization. If they met the Tenderfoot requirements as part of their Brownie troop program, they immediately become full-fledged troop members. Many of these typical former Brownies may come to your troop:

Mary comes from a Brownie troop where the Tenderfoot requirements were met and a fly-up ceremony held in cooperation with your troop. She begins immediately on her

Second Class rank requirements as a Tenderfoot member of the troop.

Gwen met the Tenderfoot requirements but was not invested. The troop may have an investiture for her immediately, or Gwen may prefer to wait and be invested in a ceremony with other new members.

Eleanor did not do the Tenderfoot membership requirements in her Brownie troop. She must meet them in her Intermediate troop as any new girl does.

Tenderfoot rank for older girls

The Tenderfoot rank requirements were developed with the ten-year-old child in mind. However, a girl may enter the Intermediate program any time between ten and fourteen years of age. Older girls joining an Intermediate troop must meet the Tenderfoot requirements but not in the same way as ten-year-olds. An older girl's increased experience will make the requirements seem very simple, and she will be able to complete them more quickly than the ten-year-old. Since these activities are to help a Scout grow up, not to hold her back, you should help an older girl to complete the requirements quickly so that she can move on to enjoy the activities of her age group.

WORKING WITH THE TENDERFOOT TOWARDS SECOND CLASS RANK

Second Class rank requirements

Choose one activity from each of the following eleven fields to earn the Second Class rank.

Arts and Crafts

1. Make an original design and use it in one of the following: basketry, pottery, wood carving, weaving, textile work, needlecraft, leather, or metal.

2. Make and bind a notebook or scrapbook.

Literature and Dramatics

1. Select a book or story about each of the eleven program fields. Use the book about each field as you work on the Second Class rank requirements.

2. With others, dramatize a story and present it at a troop meeting or before some audience.

Music and Dancing

1. Learn to sing with your troop at least five Girl Scout songs. Teach a simple dance to someone else.

2. Listen to symphonic music. Recognize, by sound, two instruments of a symphony orchestra. Recognize, by sight, ten other instruments.

Community Life

1. Take part as a member of the color guard in a flag ceremony at a troop meeting or other gathering. Help to plan and direct one in your troop meeting.

2. Do something to improve your troop meeting place or help with a project for local improvement that will add to the comfort and happiness of other people.

International Friendship

1. Get acquainted with someone in your own community who was brought up in another country and have him tell you about that country.

2. Learn about the Girl Scouts or Girl Guides of at least one association on each of the continents. Know their uniform, pin, be familiar with their Laws and Promise; find out how they camp and what other things they do.

Nature

1. Choose two of the following and identify, out-of-doors, six kinds of each: trees, birds, wild plants, garden flowers, or constellations.

2. Recognize three kinds of cloud formations; make the

five weather flags and know their meaning in combinations.

Out-of-Doors

1. Go on a hike with your troop and be responsible for one of the following: where to go and what to wear; games or songs along the way; the program at the site; collecting and packing first-aid equipment and any supplies; keeping a record of the trip; laying a trail using compass directions.

2. Help build a fire for a campfire or cook-out. Do one of the following and demonstrate safety precautions: select a suitable spot and clear it; gather fuel and arrange the woodpile; lay and light a fire; put out the fire and fix the fireplace.

Sports and Games

1. Teach your troop how to play an indoor or outdoor game.

2. Learn how to make and use the following knots: bowline, clove hitch, square, sheetbend, sheepshank.

Agriculture

1. Take full charge of an animal, a garden, or three different kinds of house plants for a week; or help with the care of one of these for at least four weeks.

2. Plant a seed or bulb, or root a cutting. Take care of it for at least four weeks.

Health and Safety

1. Show how to give first aid for fainting, simple cuts, burns, and splinters, and how to use a triangular bandage.

2. Show that you know how to take care of your hair, hands, and teeth. Know the number of hours you should sleep and the amount of water you should drink, and keep a record about yourself for two weeks. Know the kinds of food you should eat and keep a record of what you do eat for two weeks.

Homemaking

1. Invite some other Girl Scouts or friends to visit your troop meeting. Plan ways to make them feel at home and

activities you think they would enjoy. Help prepare and serve simple refreshments.

2. Show that you know how to do one of these: darn, mend a triangular tear, put on a patch, turn a hem, or sew on snaps and buttons.

The purpose of the Second Class requirements is to introduce young Scouts to the wide variety of activities offered in the eleven fields of interest in the Girl Scout program. The activities should be used to give a girl an awareness of the things there are to do and of her personal abilities to do them. This is not the time to concentrate on perfection in performing those activities.

The specific activities suggested are simple enough for the average ten- or eleven-year-old to complete with relative rapidity so that she has the satisfaction of feeling that she is "getting somewhere." A girl entering Scouting in the fall should be able to complete the Second Class activities by the following summer. Many girls will go straight through the eleven requirements, trying new things and getting a feeling for the whole program before beginning to specialize in any one part. Some may find themselves so interested in one of the fields of interest that they will want to stop and concentrate on a badge in that area before completing the rank. Either plan is acceptable. But whichever a girl chooses, it is wise to help her to complete Second Class during her first year in an Intermediate troop.

Choosing activities

Ideally, there will be a group of girls in your troop at about the same stage in Scouting who can work together on the Second Class activities. As they read them over together and discuss which choices they prefer, a plan invariably takes form:

1. *The requirements they feel they can do right away.* These requirements keep their interests high because they seem so easy. You may need to suggest that a schedule be

worked out so that opportunities to lead the various projects are equally distributed. A quick evaluation of what a girl leader does especially well and of what would make the activity go even smoother next time may be all the help she needs from you. More experienced Scouts love to help new girls with these activities.

2. *The activities that do not appeal to them* (because they have had a bad experience with them or because they do not know anything about the subjects). Fortunately, this is seldom a whole group's decision. Usually, the few skeptical ones can be lured in by the fun the group is planning or by the reassurance of seeing other people do it successfully. Often you will find that a girl doesn't want to take part because she feels less experienced than the others and is afraid she will be laughed at. Your challenge is to think up an approach that will make it seem fun to the timid girls.

3. *The activities that need some practice or study.* Your first concern about these is to be sure the girls know what is expected of them and where to turn for help. Young girls will almost automatically choose the activity in each field that seems the easier. You will learn to encourage those who are capable of more to try the harder requirement. Often all the girls will pick the same activity because of safety in numbers, especially if they are tackling something untried. Just make sure that they aren't always following the choices of one or two strong members of the group.

Lessons in leadership

Some of the Second Class rank requirements are especially geared to teach girls to lead an activity in a troop meeting. These activities must be considered in program planning, for opportunity should be made for girls to have the experience of learning from each other. These activities are the things which make it truly *their* troop. For many of the girls this may be their first leadership experience. It can help them de-

velop a new awareness, not only of the skills required to lead, but also of the vital contribution which cooperative followers make. As a rule, no single girl is able to lead every project. Even if she could, it is desirable to spread leadership so that each girl may lead in some area in which she has ability.

The troop is a safe place to try out leadership skills. What matter if a song flops, or a discussion leader is nervous, or a game gets out of hand, or a batch of cookies burns? It isn't a serious failure. Everyone will learn from the trials of those who were willing to go first.

When the troop evaluates the leadership efforts of the individual girls, remember that girls of this age are often thoughtless of the feelings of others. Help them to develop more sensitivity to other people's feelings and to make their criticisms constructive. You can direct the evaluation with such questions as: "What were some of the best things that Betty did?" "What can we suggest to make this even better next time?" Suggest that the girls give pointers on posture, mannerisms, voice, clarity of direction, and the tone set for the activity as well as on the degree of ability in the particular activity.

Because a leader reflects the kind of person she is in her leadership, these Second Class activities offer natural opportunities for further interpretation of the Promise and Laws.

Combine the required activities

One of the delights of the Second Class rank program is the endless numbers of ways in which its activities can be combined. The Out-of-Doors requirements give high priority in your troop plans to a hike and/or a cook-out, but preparations for the hike can easily include: the first aid of Health and Safety 1, the knots and games of Sports and Games 1 and 2, the eye-openers of Nature 1 and 2, and the dramatizing of situations (for example, the right and wrong way to act on a bus) and collection of reference books of Literature

and Dramatics 1 and 2. When rank requirements are tied in with an all-troop event, they bring even more satisfaction than when they are done simply to complete the rank.

With a little direction from you, the girls will be able to see how many requirements can be combined into other well-rounded, girl-directed troop events. Another example would be:

Invite some other Girl Scouts or friends to visit your troop meeting (Homemaking 1). Plan the theme of that meeting around one of the countries in the World Association (International Friendship 2). Carry out the theme by dramatizing a story about the country (Literature and Dramatics 2), singing and dancing some of its native songs and dances (Music and Dancing 1), and playing a game about it (Sports and Games 1). Ask a special visitor from that country now living in your community to tell about life there (International Friendship 1). Close the meeting with a flag ceremony (Community Life 1).

Any requirement met individually or by a small group outside of meeting time can be drawn into the life of the troop through demonstration, dramatization, or enlargement of their simple beginning into a troop service project. Community Life 2 and either of the Agriculture requirements, for instance, can easily be the basis for all-troop service projects.

Fit the requirements to your group

Every Second Class activity is set up so that it can be done in part or whole in troop meetings, yet there is considerable leeway for adapting it to the specific troop. It can be done as a group activity or by individual effort. It can be done with or without the aid of consultants, at or away from the meeting place. In helping your girls carry through the requirements for Second Class rank, you should consider (1) the areas in which you can help them most comfortably, (2) whether

they need more or less contact with a large number of adults, (3) whether the meeting place limits or provides for doing the activities during your regular troop meeting.

No secrets, please

It is a good feeling for a girl to realize that all this fun in Girl Scouting is getting her somewhere. Although one bad extreme is to have the girls doing things just to get credit for them, it seems just as bad to guard the secret of their progress so carefully that the fact that they have completed the Second Class rank comes as a distinct shock to them.

The purpose of the rank and badge plan is to give girls of this age group a way to chart their own progress. Keep them up to date on their progress from week to week, and use this plan to make them interested not only in self-development but also in helping their troopmates to progress.

WORKING WITH THE SECOND CLASS SCOUT TOWARDS FIRST CLASS RANK

First Class rank requirements

1. **Complete the Second Class rank.**
2. **Earn ten proficiency badges, of which no fewer than four, no more than five, are chosen from one field and the remainder from other fields.**
3. **Complete the Citizens Here and Abroad requirement.**
4. **Complete the Fun in the Out-of-Doors requirement.**
5. **Complete the Adventuring in the Arts requirement.**
6. **Complete the You and Your Home requirement.**

What does it mean to be a First Class Scout? Juliette Low said "A First Class Scout is a first class person." The *Girl Scout Handbook* says to the girl beginning to work on the First Class rank, "Take stock of yourself. . . ." The questions suggested there are not intended for a group quiz but as

guides to some soul searching and to more advanced interpretation of the Promise and Laws. The girls may want to discuss these questions in their patrols or with you before making their program plans, so that they will know how they are doing and where they are heading as they work on becoming First Class Scouts. This rank should provide real fun with a real purpose.

Make a plan

If standards of work are high and if she has a full life of interests other than Scouting, it will probably take a girl a minimum of three years in Intermediate Scouting to complete the Second Class rank, ten proficiency badges, and the four other requirements for First Class rank.

When a girl completes Second Class, it is important that the leader take time to talk with her about her program path for First Class. By now she has acquired an understanding of the background of the organization and has had a chance to sample a variety of activities from each of the eleven fields of interest. For First Class rank she picks her favorite field and earns from four to five of her ten badges in it. The remainder of her badges come from the other fields in any combination that she wants. This pattern helps her to begin to focus her interests in one area while still encouraging her to try different things.

Many girls are not ready to choose their major field of interest until they have done several badges, but since half of the required badges must be in a variety of fields, a girl can feel free in selecting her first few badges. Six of them in entirely different fields can be applied to the First Class rank requirement even if her later decision is to concentrate in still another field.

Use the excellent material in Chapter 6 in the *Girl Scout Handbook* as a basis for discussing her plan with a girl. You

can get help in planning badge work and interpreting standards of work from Chapter 5 in the *Handbook* and Chapter 10 in this book.

Requirements 3, 4, 5, 6

Because the work done for badges is a preparation for the last four requirements for First Class (described in the *Girl Scout Handbook*), these requirements are naturally done after the badge work is completed. The purpose of these requirements is to give the older Intermediate Scout a more responsible position in her troop, based on the skill, knowledge, and aptitude she has developed through her years of Girl Scouting. These give her a chance to put into action in a more mature way her ability to think a project through, to organize detail, to coordinate the aid of other people, to carry the project to completion, and to recognize its areas of success and weakness. Soon this girl will be stepping into Senior Scouting and into high school. The know-how she acquires in your troop for getting things done with maximum enjoyment for all concerned will stand her in good stead.

When your troop is making its long-term plans for the year, have any potential First Class Scouts who have completed most of their badges indicate to the troop what each of them wants to do for their last four First Class requirements. The troop's program will have to take into account those girls' need to have the assistance of the troop in meeting those requirements. Once the troop agrees to do something suggested by a potential First Class Scout, she, in turn, has an obligation to make the activity good fun and good program for the other troop members.

Notice the action verbs used in the last four First Class requirements: *plan—take responsibility for—teach.* It is the girl's job, not yours, to do that planning and carrying through. Your job is to see that the girl knows how to proceed

and that she does not flounder just because of inexperience. Help her to organize her thinking with leading questions:

What is the purpose of your project?
Who will the audience be?
Who will help do it?
What steps are necessary to get it done?
How much time, equipment, and money will be needed?
What resources can be used in planning it?

You might offer at regular intervals, and certainly just before an event, to go over the plans with her step by step. As a more experienced person, you may be able to point out weak places or to suggest techniques which will make the event go more smoothly. Success in one of these projects can cause a girl's self-assurance to blossom. A poor result merits extra time on your part to help her see the reasons and to be sure that she does not condemn herself too severely.

Including a new twelve-year-old

If a girl does not enter Girl Scouting until she is twelve, it is unlikely that she will be able to complete the First Class rank before she moves on to Senior Scouting. Therefore, it seems best to encourage her to complete her Tenderfoot and Second Class requirements quickly and then to join in the badge activities with the other troop members of her own age.

WORKING WITH THE FIRST CLASS SCOUT TOWARDS CURVED BAR RANK

Curved Bar rank requirements

1. Complete the First Class rank.

2. Earn at least four badges from one of the following groups, none of which you earned before. The starred badges in each group are required. If you already have the starred badges, select another badge from the same program field.

Curved Bar in the Arts *** Reader** *** Minstrel** *** Prints**	**Plus one additional badge from the Arts and Crafts, Literature and Dramatics, or Music and Dancing fields.**
Curved Bar in Citizenship *** My Government** *** World Trefoil** *** Pioneer**	**Plus one additional badge from the Community Life or International Friendship fields.**
Curved Bar in Homemaking *** Child Care** *** Personal Health** *** Conservation**	**Plus one additional badge from the Agriculture, Homemaking, or Health and Safety fields.**
Curved Bar in the Out-of-Doors *** Conservation** *** Sports** *** Pioneer**	**Plus one additional badge from the Nature, Out-of-Doors, or Sports and Games fields.**

The Curved Bar rank is the highest rank in the Intermediate program. It gives the First Class Scout a chance to specialize in the area of greatest interest to her and it provides a natural link to the Senior Scout program. The last four requirements for First Class rank give a girl a new awareness of the techniques of organization and leadership. This awareness is enlarged as she works towards Curved Bar rank.

Your role at this stage is to help the girls see their plans in realistic terms, to expect more of them when they are tempted to skim by on the same standards that fitted their ten-year-old abilities, and to help them scale their plans down when their ambitions are too great for the time, money, energy, or experience at their disposal.

Individual interests are more settled at this age, and it is harder for a group to reach a compromise on which badge or badges to work for. In fact, it is quite possible that one girl in

your troop may pursue a special interest which is not shared by any of her troopmates, or that only two or three troop members will plan their work together. Your responsibility is to find ways to coordinate their individual work with all-troop plans. Individual effort is important at this age. The trick for you as the *troop leader* is to combine that effort with plenty of group activities so that the feeling of troop unity is not lost. You will recognize your concern as similar to that of a family—concern that there be both time to act as individuals and time to act as a family.

In counseling a girl about her choice of a specialized group for Curved Bar, consider these points:

Which field of interest did she specialize in for First Class?

Did the quality of her work or the degree of her interest indicate a special aptitude in that field?

In which fields were her other badges?

Does the combination of all the fields in which she worked indicate a tendency toward any particular group?

If the selection of a particular area of interest seems obvious from the answers to these questions, it may still be wise to ask yourself honestly: Did she choose her badges for First Class because of strong individual interest or because the troop's program made it easy and natural for her to do those things?

Take stock of your knowledge of the individual girl. She may really have a bent in a particular direction or she may only be clinging to the known and the easy. If the latter is the case, your best service to her may be to encourage her to step into something untried or harder. Some girls, of course, will be bursting for something new and different and will benefit by choosing a group of activities completely unrelated to their previous activities.

In the end, the selection must be the girl's own decision or she will find less joy in earning her Curved Bar. But do not overlook the inner struggles of girls this age or their desire for a kind of guidance for which they often cannot ask. Di-

recting yet not dictating, limiting yet not restricting, helping yet letting them do it for themselves . . . a baffling time for both parties!

CHAPTER 10

Proficiency badges

Proficiency badges in the Intermediate program help answer the question, "What shall we do?" There are over one hundred proficiency badges in the program—a wide range of choice.

Badges are designed to develop *depth* of knowledge and skill in a specific subject in contrast to the rank's purpose of creating interest in a variety of subjects. The badges help a girl of this age to make choices from among the countless numbers of activities that appeal to her. They help her learn to focus her interest long enough in one area to really increase her knowledge and skill in it. They help her learn how to organize and carry out a project with her friends. They help her develop lasting personal standards of work. And, of course, they offer her tangible recognition of her accomplishment and added incentive to see a project through.

All badges are developed in the same pattern. Activities in each badge provide opportunities for:

Individual as well as group activities

Practical application of knowledge and skill

Service—to home, community, country, or world
Vocational exploration
Experiences shared with patrol or troop
Activity in an outdoor setting
Overlap into other fields of interest.

This basic plan for each badge, particularly the overlapping of activities from one field to another, makes it easier to coordinate troop program when you have two or three badge groups working at the same time.

BADGE INFORMATION IN THE *GIRL SCOUT HANDBOOK*

Chapter 5, "Proficiency Badges," in the *Handbook* explains the purpose of badges and answers many of the questions the girls will put to you—how long does a badge take, what about credit for school work, and so forth.

In the *Handbook's* chapters on the eleven fields of interest, badge titles are used as subheadings. While it is helpful to a girl to read the entire chapter concerning the field in which she is working, she will find information directly related to her badge under the subheading of the same title.

Because of the wide span of ability in the ten- to fourteen-year-old age group, the badges have been arranged in the last section of the *Handbook* in the following way:

The order of the badges within each field of interest is determined by ease of accomplishment rather than alphabetical listing.

First in each field of interest is an *introductory badge.* This is the easiest badge in that field. It touches on a wide choice of subject matter, continuing the pattern of exploration of the Second Class rank activities.

Last in each field are the *junior high badges.* These are the most comprehensive badges in the field. They were developed to suit the abilities and interests of girls in the sev-

enth and eighth grades and should be attempted only by older Intermediates.

CHOOSING BADGES

The ideas which determine the troop's program plans are the same ideas which determine the badge choices of the girls. If you encourage the girls to use their *Handbooks* constantly and to note, as they thumb through, the badges which appeal to them, the step of relating an undefined interest to a specific badge usually takes care of itself.

Sometimes badge groups in a troop seem to form naturally; at other times girls may have to compromise in order to be fitted into the picture. But usually a hiker can be persuaded by her friends to turn actress for a few months if they agree to walk with her in the future.

Before any badge work is begun, every girl should have a clear understanding of (1) what it means to wear a badge, and (2) how to plan badge work.

WHAT IT MEANS TO WEAR A BADGE

The dialogue that follows has proved to be a good technique for instilling understanding of the meaning of badges in troop members. Its success depends on the leader's ability to draw answers from the troop. The responses of the girls given here are just hints at possible reactions.

The backdrop necessary for the discussion is the visual aid illustrated here. On colored construction paper it is an immediate attention-getter.

Leader: "Some of these symbols are familiar to all of you; some you may not know. What are they? (The girls identify each as the leader points them out.) The medical symbol is so unusual and attractive. Could I wear one on my suit lapel if I wanted to?"

Girls: "No!"

Leader: "If I wanted to wear *any* of these, what would I have to do?"

Girls: "Know a lot. Study hard."

Leader: "Is that all? If I *read* all about being a doctor, would I be ready to hang out a sign saying 'Mrs. Johnson, M.D.'?"

Girls: "No. You have to practice until you can prove you are ready."

Leader: "So, if I study hard and learn a lot and practice what I learn until I can demonstrate that I really can do the things a doctor needs to be able to do, *then* I will be ready to be a doctor. Is that true for the people who wear any of these symbols?"

Girls: "Yes."

Leader: "Now, could it ever happen that any of these people would have their badges taken away?"

Girls: "Yes. If they did something wrong. If they didn't do something they were supposed to do."

Leader: "Yes, and do you know that when most of these people accept their jobs they take a pledge or oath saying that they will try to live up to the best that the badge stands for?"

"Now imagine a policeman who has done all the right things and has his badge. One day he is walking down the street and a man runs up to him and says 'Please help me, I've just been robbed.' But the policeman says, 'Don't bother me, I'm busy now. I know how to catch robbers; I had to prove that to get my badge. But I'm on my way to lunch now. Another time perhaps!' Does that make sense?"

Girls: "No!"

Leader: "Well, why not?"

Girls: "He's supposed to help people all the time. It's his job. He ought to whether he wants to or not."

Leader: "Well, so much for our friends, the policeman, the fireman, and the rest. Let's think about Girl Scout badges for a minute. What have we said about these other badges that is true about our own?"

Girls: "You have to learn and to practice and to be willing to serve when called on before you can wear a badge. We make a Promise too."

Leader: "Now, what about a girl who earns the Games badge and months later, when her patrol leader asks her to take charge of some relays for the premeeting activity, says, 'No, I've already done that badge. I'm working on the Leather badge now. I haven't time to study up on games again.' "

Girls: "That girl doesn't deserve to wear the Games badge. The *Handbook* says that a badge is a symbol meaning I am prepared to be of service in this area.

Leader: "But what if you earn the Landscaper badge and no one wants you to landscape their land? Before you answer, go back to the badges on the chart. Here is the symbol of a Red Cross Life Saver. Last summer he had a job at a swimming pool. Every day he sat there and watched the swimmers. No one got into serious trouble. He didn't save a single drowning swimmer. Should we take away his badge?"

Girls: "No. He was there. He was prepared. He was ready and willing to serve if needed."

Leader: "As you work on badge activities and when you feel you are ready to wear a badge, think about this discussion on what it means to wear a badge. Our Founder, Juliette Low, said it this way: 'Every badge you earn is tied up to your motto. This badge is not a reward for something you have done once or for

> an examination you have passed. Badges are not medals to wear on your sleeve to show what a smart girl you are. A badge is a symbol that you have done the thing it stands for often enough, thoroughly enough, and well enough to be prepared to give service in it. You wear the badge to let people know that you are prepared and willing to be called on because you are a Girl Scout. And Girl Scouting is not just knowing but doing—not just doing but being.' "

A discussion like this with your troop is not guaranteed to solve all your badge problems. But it does help the girls see the meaning of a badge in a new light, and it will give you concrete points to refer back to if further interpretation is needed.

HOW TO PLAN BADGE WORK

You will have to work closely with inexperienced girls planning their first badge. Sometimes you will also need to work through a plan with them for a second badge, but it is rare for girls to need close guidance after that. The values of cooperative planning will carry over to the planning of other troop projects and events. The training also serves the girls well in planning their non-Scout activities.

After a group of girls has decided to work for a certain badge, the plan for earning the badge might be organized in this manner:

One girl in the group reads all the activities listed under the badge.

Each girl writes down the numbers of *all* the required (starred) activities for the badge.

Then each goes through the activities again and checks those which look as if they would be fun to do.

Next she checks those activities which she *must* know about in order to be able to do the starred activities.

Woodpeckers 11/55

Wood Badge

	Patrol	Individuals
12	Visit mr. Johnson, ask him to explain the terms in no. 10, give samples for no. 11, and demonstrate no. 5.	
10	Look for examples at home and in furniture store.	11 an exhibit... (Barb + Jane)
5	will decide projects while learning techniques.	
6	make these simple things before doing nos. 7, 8, 2 and 4.	
2	Joint Projects: Bird feeding stations Stand for dog's dishes Hamster cage	7 Lucy + Bobbie 8 Frances Carol and Margaret
4	Do service last so toys will look nice. will take them to orphanage and stay to play with children.	

The whole group agrees on one activity that could be developed into a service.

Then they decide on an activity that could be used as the final event for the badge (for example, the climax of the Photography badge could be an exhibit of the girls' pictures at the public library).

Now you are ready to make the final list for the whole badge group.

First, list the starred activities and those which the group wants to do together.

Read through the activities that the group will be doing together and ask the girls to decide whether any of them can be done at the same time. If so, list them together.

Ask the girls to decide on the order in which they want to do the activities (single activities or groups of activities) and list them in that order.

As a reminder to the girls to have their special contributions ready when needed, list the activities they will be doing individually in a separate column.

When your girls become experienced enough to organize their own plans, they can appoint one member of their badge group to write down the final plan as you have been doing for them.

GETTING BADGE GROUPS TOGETHER

The number of badge groups your troop can handle at any one time depends on the self-reliance of the girls, your ability to deal with the subjects, and the amount of outside help available. But no matter how many you have, troop unity is greatly strengthened if the different badge groups can exchange information, share experiences, or work toward a special event to which they all contribute.

Related subject matter makes exchanges easy between such badges as Cook and Foods, Troop Dramatics and Minstrel, My Community and Community Safety. In fact, some badges

are so closely related that they can be done simultaneously by the same group. Such a project takes longer than earning a single badge but requires less time than earning two unrelated ones.

Other links between badge activities can be made by using the content of one badge as the program for a special event of another badge. For example, No. 8 of the Magic Carpet badge ("Help dramatize a folk tale or ballad, making your own costumes. Present it to an audience.") can be used as content for the special event required in No. 7 of the Hospitality badge ("Give a party with a theme such as games or songs around the world, books, special events, for your parents or friends, or for those who have helped your troop."). Conservation No. 11 ("Form a Junior Audubon Club in your troop or school and be active in it.") can be coordinated with Speaker No. 3 ("Experiment with seating arrangements and decide which ones help people discuss most freely. Dramatize ways in which you would bring out the opinions of the ones who hesitate to talk and discourage the ones who do all the talking."). The possible combinations are endless.

To carry this kind of coordination a step further, see the example on pages 168–169 of the way one troop combined the activities of four unrelated badge groups.

BADGES DONE ALONE

Although Girl Scout activities should be primarily group activities, badge work done by a girl alone has a place in Girl Scouting. Some girls have more interest and more time to devote to Scouting than others. Other girls have interests or abilities they want to develop even though no one else in the troop wants to. These girls will inevitably have to work on their own.

You should be concerned, however, about any troop member who spends a great deal of time doing Scout work by herself. Social adjustments can be difficult at this age, and a girl

may be tempted to substitute the "success" measured by the rapid earning of many badges for the "success" measured by being able to get along happily with girls and boys in school, troop, and other social situations.

STANDARDS FOR JUDGING BADGE WORK

As work on a badge nears completion, review with the girls the proficiency standards for satisfactory badge work. This review should *not* be a formal examination (or "badge review" as some of the old-timers will remember it) but simply an opportunity for the girls to check on their success at meeting the spirit as well as the letter of the requirements.

The best introduction to such a review is the comment by Juliette Low quoted at the end of Chapter 5, "Proficiency Badges," in the *Girl Scout Handbook* and on page 148 in this chapter. With that to set the tone of your discussion, you might find out how the girls feel about their work by asking four leading questions:

What were the activities in this badge trying to help you do?

Do you feel you have put a reasonable amount of time and energy into earning this badge?

What community service have you done or what pleasure have you given to others while doing this badge?

Have you shown an understanding of the Promise and Laws in the way you completed the activities?

Because growth is a personal rather than a competitive matter, only you can decide whether each girl has grown in her understanding and ability in the subject of the badge. All girls will not be equally proficient, so each girl's progress should be measured against *her own* past performance and not against that of another.

When you have a program consultant (discussed in detail on pages 207–212) working with your girls on a badge, he or

GENERALLY SPEAKING. . .

. . . a badge is designed to take about three months to complete—a minimum of twelve troop meeting hours plus the time needed for research, trips, and other special events planned as part of the badge activities.

· · · emphasis in badge work is on *doing* things rather than on compiling information in notebooks.

· · · badge work in Girl Scouting is *primarily* group activity, but this does not mean that there can be no individual effort within a badge group or that a girl never works on a badge alone.

· · · skills learned outside the troop are only the starting point for a girl's badge project—she must increase the skills she already has and contribute them to troop program.

· · · girls who try to earn too many badges often do not understand the standards and purpose of badges, and parents misunderstand the whole badge program when they consider the number of badges earned as the criteria of success.

· · · a series of badge "classes" (for instance, first aid, sewing, or swimming classes) should not substitute for troop meetings but should be held at another time.

she makes the final decision as to when a girl is proficient enough to receive her badge, but only after consulting with you on Girl Scout standards and the abilities of the girl involved.

SECURING AND PRESENTING THE BADGES

Badge symbols are not sold in local equipment agencies. They can be purchased only through your council. Most councils need several weeks to complete this procedure, so order the badges far enough in advance to avoid disappointing the girls at your Court of Awards. If you are a lone troop leader, you must purchase your symbols directly from the National Equipment Service.

The National Organization recommends that rank and badge symbols *not* be paid for out of troop or council funds. The symbols are not rewards bestowed on the girl by the organization; they are tangible evidence of her personal progress. In very active troops, the cost of badge symbols would be a sizable budget item, possibly eliminating other troop projects. Since troop funds should be used only for activities or materials that benefit the whole group, it is recommended that each girl pay for her own symbols.

Badges are usually presented at a special troop event called a Court of Awards. The ceremony is described in the *Girl Scout Handbook* and on pages 264–266.

PART III

Part III is for experienced leaders and for new leaders taking over established troops. It includes:

CHAPTER 11
More about adventuresome program

CHAPTER 12
More about working with girls

CHAPTER 11

More about adventuresome program

If Girl Scouts were as predictable as arithmetic, this chapter would not be needed. But you will probably find that just as you master the clove hitch, the patrol system, and the meaning of kaper charts, a restlessness begins to stir in your ranks. When a quick rundown reassures you that you haven't neglected the premeeting activities or taken the planning out of the girls' hands or lowered your standards too much or failed as an example, it is time to admit that maybe something new has been added. Are 'tweenagers in your midst?

The symptoms may develop overnight. Or they may appear so gradually that you are not aware of their presence until one day you realize that you cannot cope with the inane giggling one more minute. Or perhaps your introduction will come with the ego-shattering experience of having last week's enthusiastic patrol proposal (which you polished up a bit) meet with a reproachful where-did-you-get-that-absurd-idea silence. The former avid attention may idle in neutral or hop from topic to topic with Brownie-like agility. Your ten-year-olds of one or two years ago are hitching themselves

up into a new phase, so whatever form the symptoms take, a program change is in order.

Adventuresome program is as much a way of doing things as it is the things you do. If your girls are well grounded in troop government, program planning, and troop financing, they are ready to match their growing ability with a growing program. What would happen to your troop if you left a note on the table in the meeting room, saying, "Can't make it today. Carry on." What reactions would you get if each of your troop members received a post card with: /····/·/ ·—··/·— —·/ /—·/·/·/—··/·/—··/ /···/·—/—/··—/·—·/—··/ ·—/—·— —/ /— —/··/···/···/ /—···/·/·/ *

Just as the child outgrows the limited circle of her family, so the meetings on Thursday afternoon may cease to be enough for her. Your girls now need to flex their minds and their muscles on bigger projects. They need to do some things they can't believe they are capable of doing; they need to meet new situations and find that they are not wanting. It does not matter what the project is as long as it revives that old sense of excitement.

What are some of the things that can lift older Intermediates into an excited whirl?

Certainly more and bigger camping projects for personal fun.

More and bigger community contacts to boost their feeling of being needed and useful.

Activities with other groups, ranging from joint meetings with the next-door troop to council-wide affairs that give them a chance to balance the small-gang feeling of the troop against the thrill of the bigness of the organization.

And, for some troops, activities that include BOYS.

The rank and badge requirements in the *Girl Scout Handbook* include many specific activities for older Intermediates.

* For the baffled: you can find the key to the Morse code in the *Girl Scout Handbook*.

The program suggestions that follow cover only the broad subjects of particular interest to this age group. The suggestions are taken from examples of actual troop projects.

OUTDOOR ACTIVITIES

Hiking, camping, living outdoors—these activities have always ranked high in girls' reasons for joining and remaining in Girl Scouting. The Girl Scout organization is rightfully proud of its outdoor and camping program. It is fun for all and easier than you think.

One troop got started in supper cook-outs and night hikes while doing the Star badge. That badge led to the Outdoor Cook badge and, as the girls built an outdoor fireplace and lashed benches and tables for their barbecues, an interest developed in the Back-Yard Camper badge. Then the Pioneer badge beckoned and resulted in a trip to a lake for primitive camping. On their return, the girls lashed a miniature camp for exhibit at the county fair.

Another troop combined its love of the out-of-doors with a desire to be of service by having a picnic for patients at a hospital for the chronically ill. Each girl brought a hearty lunch for two and wheeled one patient to a wooded area some distance from the hospital. The troop had planned an Easter egg hunt, songs, and stunts, and the girls got as much fun out of it as the patients. The doctor and hospital staff who planned with the girls said that many of those patients had not been outdoors since they came to the hospital.

When Girl Scouts go camping, they simply take their Scouting outdoors. Leaders and girls still do things together and the troop spirit goes on.

Troop camping is overnight camping planned and carried out by you and the girls in your troop. It may last anywhere from one night to one or two weeks. If your troop wants to go troop camping, be sure to look into the special helps available from your council or lone troop committee and from the

EASY STAGES IN THE OUT-OF-DOORS

WALK OUT

for part of a meeting

Walk around the block
Collect a leaf or cone for prints
Count the hazards or look for resources
Make it a penny hike: heads right, tails left
Just see what you will see!

MEET OUT

when the weather allows

Look at the outdoor world
See trees, birds, colors, shapes, movement
Listen to the less obvious sounds
Use as program emphasis: games, songs, dances, arts related to nature and the out-of-doors

HIKE OUT

it's a longer walk with a purpose

Learn the rules of the road
Decide what to take and wear
Know safety and simple first aid
Increase your distance gradually
Have a purpose in mind: trail sign hike, sketching hike, collectors' hike, or just a hike to hike

COOK OUT

there's both the fire and the food

Try different ways of constructing a fireplace
Learn correct sizes and kinds of wood or how to use charcoal
Lay and light a fire and then keep it going
Try all kinds of cooking: one pot, skillet, stick (toasting, broiling), ember (aluminum foil, mud, wet paper), reflector (planking), hole-in-ground (beanhole, emu)

SLEEP OUT

could be in the wilds but might be in the back yard

Plan what to take: bedding, clothing, toilet kit
Learn how to make a bedroll and pack a knapsack
Practice three knots: square knot, clove hitch, bowline
Know how to choose a good safe spot for sleeping
Know how to make a comfortable bed of leaves, pine needles, or boughs.

CAMP OUT

campcraft emphasis here — thanks to those first easy stages

Be safety wise with jackknife, ax, and fires
Establish a campsite with: caches, latrines, cooking and sleeping quarters
Pitch and strike a tent
Make incinerators and grease pits
Handle garbage disposal and dishwashing
Make outdoor cooking equipment, cooking utensils, toasting forks or broilers, pot hooks or cranes

Girl Scout books on camping (see "Books To Help," page 271).

Other camping possibilities for Intermediate Girl Scouts are at *day camps* and *established camps*. At a day camp the girls go out each morning and return home in the afternoon. An established camp has living facilities, and the girls stay in the camp for at least twelve days. Scouts from many troops come together in these camps, but they live in troop-size groups known as units. The camping committee of your council will give you any information you want about the Girl Scout camps in your area.

Girl Scout day camps and established camps have special staffs (often made up largely of troop leaders) and are under the supervision of a council or a special camping committee. Because you understand the girls, enjoy being with them, and know the Intermediate Girl Scout program, you might enjoy being a counselor in one of these camps. Your own troop's program and your own leadership ability will be greatly enriched by such an experience. Talk to someone on your council's camping committee for specific details on joining the staff of a Girl Scout camp.

COMMUNITY CONTACTS

Your Scouts have been studying their community since their Brownie days, but they should be given a chance for a more intensive look when they reach the older Intermediate age. Young people often feel that there is no way for them to make a contribution in our highly organized society. Trips within the community, opportunities for public relations assignments (picture a vocal and starry-eyed Scout selling camping to a men's club), or a chance to do something about a community problem may help to peel off their apathy.

The girls in one older Intermediate troop had their eyes opened to a view of life different from their own when they learned that there were children in their town unable to at-

tend school because of physical handicaps. Working with the visiting teacher, each of the Scouts in that troop adopted one child. They visited their home-bound friends regularly to read, play games, or just talk. In addition, they remembered the handicapped children throughout the year with cards and small gifts. Who gained the most from that friendship?

The energy with which girls of this age can carry a tedious project through is dramatized in this report of one troop's activities:

"In recent years the population of our town doubled. Many new homes were erected, new districts developed, additional property annexed to the village, and new streets cut through. All the maps of the town were completely out of date, so our troop decided to make a new one. The village clerk supplied the girls with an old map. They added the new streets and new parts of the village to it and checked the old ones for accuracy. House numbers were painstakingly checked and entered on the margin of the map. The new map was carefully checked with the village council. Businessmen contributed ads to accompany the map, and it was then printed in sufficient quantity to distribute throughout the town."

How can you even sample all the ideas that might start from such a project? Other troops in various communities have carried out the same idea as an intertroop project, as a coed project with Boy Scout troops, and as a joint project among several youth groups.

INTERTROOP ACTIVITIES

Intertroop activities are an easy and logical move toward the envied state, national, and international opportunities that Senior Scouts have.

One of the most exciting parts of an intertroop affair is the planning of it. Intermediate Girl Scouts are old enough to do this kind of planning for themselves. The troops involved in the event might want to work through an intertroop plan-

ning committee made up of two representatives elected from each troop. Your troop members can help prepare their representatives by discussing the proposed event and the kinds of things they think would be fun, giving the representatives ideas as well as reassurance about speaking for their troop. Such a troop discussion gives all the troop members the feeling that they have a part in the planning, even though they know that the final plans agreed on by the intertroop committee may be very different from their own. When the intertroop event is over, the planning committee members should have a chance to get their troops' reactions to it—what they liked and what they would like to see done differently another time. Then the whole committee should meet once more to pool the reactions of their troops and to make recommendations for even better future events. After evaluating, of course, such an intertroop committee should disband, for different girls should have a chance to get this intertroop planning experience when another event comes along.

A good beginning for intertroop activities is an exchange of visits between troops. An experienced troop may want to entertain a new troop so that the new Scouts can see the patrol system in operation. Or a junior high school troop might entertain several other troops to teach them the dances being learned for the Folk Dancer badge.

A jointly planned meeting, hike, community trip, service, or special celebration is the usual next step for intertroop activity.

Sometimes joint effort is needed in order to have the "manpower" to take advantage of a long-term project opportunity. Two troops in one neighborhood spent part of their whole Scout year gathering, testing, and serving recipes for a jointly prepared neighborhood cookbook. In another council two representatives of each troop formed a Girl Scout Birthday committee to plan the celebration and a special Birthday service project.

COED EVENTS

For adolescent girls—and older Intermediates are beginning the adolescent stage—getting along with boys is a major concern. If you feel your girls are beginning to need coed activities, your troop program can easily include boys. Your understanding and unobtrusive guidance will help make these activities a natural and exciting part of the program.

Some leaders are reluctant to work with coed groups because they fear themselves unequal to the situation. Remember how you resisted the plunge into your first troop meeting? It will be like that, requiring a little extra thought and planning. Here are a few pointers other leaders have found helpful.

Invitations to boys from your troop are more successful if addressed to a group rather than to individuals. A Boy Scout troop, a neighborhood group, or a school club are naturals. Even if boys are invited as individuals, it is better to have each invitation come from the whole troop. That way the less socially mature girls in the troop are not embarrassed because they are unable to find a "date" to invite.

Start with occasions planned around interests that can be shared. Sports, hikes, other outdoor activities, service projects, safety workshops, a play are of interest to both boys and girls of this age. Many of the junior high badges suggest activities that boys would enjoy sharing. The *Girl Scout Handbook* gives further suggestions in its section on coed activities.

Activities planned jointly by the girls and boys are, on the whole, better than purely invitational events. A committee of boys from the group participating might meet with your troop's Court of Honor to make the plans. Such a planning committee is, in itself, an antidote for self-conscious behavior.

Let parents (both fathers and mothers) in on the plans. Some parents will welcome this expanded program, and they will probably be willing to help convince any parents who

resist the thought of their daughter's growing up so soon. Some will have skills to offer as leaders for certain activities. The important thing is to have parents understand that activities with boys are a normal part of the Girl Scout program and that, like all other aspects of the program, these activities will be well planned and well supervised.

Introductions at a coed party are best done through name tags and mixers which break the ice. Expect boys to gang together, girls to bunch and giggle, everyone to be overly boisterous and reluctant to participate. Time, nonpartner activity, variety in the program, adult patience, and a light touch will ease them out of these poses. Having both men and women leaders on hand is a great help, especially if they all participate naturally in parts of the program.

Activities such as square dancing or games that call for moving around are popular at coed affairs. In all forms of dancing, boys and girls welcome instructions accompanying the activity.

THE WIDE AGE RANGE TROOP

Leaders of older Intermediate troops have to face problems quite different from those of new troops, but what about the leader of a troop whose members cover a four-year age span and range all the way from Tenderfoot to Curved Bar? The problem of coordination reaches its highest pitch in a troop like this. Some efficient leaders *like* this situation, some merely inherit it, and a few succumb to the lure, "It's a challenge." Indeed it is, in every sense of the word!

Although the wide age range troop inevitably produces some scenes reminiscent of the family trials of big sister–little sister, it also gives to the older girls the rewards of teaching the younger and to the younger girls the thrill of hobnobbing with and learning from the big girls. Patrols in these troops are more effective in helping each other because of the

greater range of experience. And troops like this seem to be able to carry on a completely satisfactory troop program, as long as opportunities are made now and then for "those big girls" and "those babies" to get away from each other to do something particularly appropriate to their age.

The activity program, of course, must be more complex than in a troop made up of girls of similar age or at a similar stage in Scouting. In one way this is good, for it forces you to give more responsibility to the girls and it forces them to condense their related activities into a few projects. The difficulties lie in the need for your guidance in many places at once, including the proper preparation of the program consultants who may help you.

Troop planning in this kind of a troop *must* begin with the charting of each girl's progress in her rank. These individual plans then become the core of troop meeting programs. They also serve as starting points for the bargaining that must be done by the girls within patrols and at a meeting of the whole troop to determine the projects that will finally be undertaken by the troop as a unit. Read Chapter 10, "Proficiency Badges," for some guidance on working seemingly unrelated activities into a unified troop program.

One way of giving everyone in the troop a good time and a chance to contribute according to her own stage of progression is to suggest that a group working towards First Class plan a wide game as part of their fun in the Out-of-Doors requirement.

The wide game is an old Scout tradition and is a wonderful play-way of teaching through fun, adventure, and challenge. It is like an exciting treasure hunt—only better. The basic ingredient of the wide game is a trail which can be followed only by knowing and being able to do the things required by certain clues. The trail followers are not able to go on from one clue to the next until they have met the demands of that clue. Every wide game must be adapted to the

TROOP 17 COMBINES FOUR BADGES

Troop 17 found itself with four badge groups one year and puzzled over how to combine their activities. The badges were as far apart as you could get: My Troop, Home Gardener, Pioneer, and Photographer. So the troop went about its planning this way:

Each badge group looked through its requirements for activities that could be turned into special events:

My Troop	(2) Plan an appropriate way to thank those who have helped you. (8) Work on a community service project, or have a hike or party with another group.
Home Gardener	(5) Visit some gardens. . . . (15) Help your troop to plan and hold a flower or crop show.
Pioneer	(2) Plan and carry out a primitive troop camp of at least two nights. (11) Help present a program. . . .
Photographer	(12) Take six pictures of some of your Scout activities.

After discussing the various ways these activities could be combined into one big event, the troop decided on:

> A supper cook-out followed by an indoor Court of Awards to which parents and program consultants would be invited. Each badge group would contribute to a troop exhibit, and the Photographers would record the event.

Each badge group then made special preparations for the event as *part* of their badge requirements:

My Troop

12 Trained rest of troop to wear uniform properly.

2 Listed guests.

11 Worked out expenses of the event for the troop budget.

3 Planned decoration of the meeting place to include their map (9).

*1 Trained rest of troop on information to be included in skit for guests.

*6 All of which involved them in good discussions.

10 Co-ordinated the exhibits from each of the other badge groups.

Photographer

2 Took pictures of troop members and special activities throughout the year.
9

12 Developed and printed a picture of each member as a gift to be given to parents.
4

5 Enlarged their best group activity shots for meeting place decoration.

8 Made an exhibit of good and bad pictures,
11 showing common faults and how to correct them as well as indicating good points.

Pioneer

10 Took responsibility for organizing the cook-out.

*8 Set up a primitive site for the troop exhibit.

7 Made a tent for the primitive site.

13 Collected all the articles of personal equip-
14 ment needed for primitive camping; labeled each with its price—to help with future troop budgets and educate parents.

11 Prepared a skit contrasting their first and their latest overnights.

Home Gardener

15 Worked with My Troop and Pioneer
16 groups on pie-tin terrarium and flower arrangements for the Court of Awards.

*1 Offered vegetables from their garden for the cook-out.

3 Made exhibits showing: types of soil; what
4 to do about weeds and insects; how to care
9 for seeds over winter; tools needed for a
10 small garden and how to care for them;
13 history, legend, and use of two flowers and
14 two vegetables.

people playing it, but half the fun is in the plotting of the trail and the planning of the clues. It can be planned as a single situation in a troop meeting or as an all-day outdoor affair.

In preparation for planning a wide game for your troop, the hopeful First Class Scouts would have to study the current activities of each troop member. They would then have to develop clues that would require the use of those skills, thus testing them in a realistic setting. The Tenderfoots could be required to follow a trail made with their trail signs, to describe the World Association pin as a password, and to correct wrongly displayed flags before rushing on to the end of the trail. The almost Second Class Scout might have to organize an impromptu skit or do a folk dance for a "hermit" who refuses to divulge the next clue until he is entertained. More advanced troop members might have to treat an "injured old lady" and fix her a cup of tea before she will hand them the message which sends them off NNW in search of the tree with mitten-shaped leaves.

Scouting is fun for everyone in a troop where you learn like that.

VOCATIONAL EXPLORATION

Although vocational exploration in Girl Scouting is concentrated at the Senior program level, many educators feel that an earlier consideration would help girls choose basic courses or elective subjects in high school. You can discuss vocational interests casually by taking the short step from talking about the new skills your girls are learning in their badge activities to telling something about the job that needs those skills. You might suggest that they supplement their direct contact with these jobs and the people who are doing them by reading some of the many stories written for girls of this age about careers open to women.

INTRODUCING OLDER INTERMEDIATES TO SENIOR SCOUTING

Intermediate Scouting is more than fun for today. It is preparation for four more years of fun through Senior Scouting. But the older Intermediate often feels the conflict between her deep desire to continue as a Girl Scout and her fear of ridicule from her non-Scout contemporaries. It is up to you to help her see the exciting possibilities of the Senior program.

The future of the Senior program in your community depends primarily on the enthusiastic promotion given it by leaders of older Intermediate Scouts. The value of Girl Scouting in the life of an adolescent may need to be pointed out to adults, because many of them tend to think of a Senior troop as just one more club in the activity schedule of a busy high school girl. At the present time the Seniors' wide variety of opportunities for service, vocational exploration, training, and advanced ways of work are less well known than the program of either the Brownies or the Intermediates.

The richness of the Intermediate program and the desire of girls to complete all the Intermediate ranks before graduation makes it a questionable practice to have them work on the Senior membership requirements in their Intermediate troop. One of the Senior requirements, for instance, is attendance at at least four meetings of a Senior troop. This requirement has not been waived for Intermediates, for the girls need this time to adjust to the more adult ways of work in Senior troops. The idea of doing the required activities in a more mature way is best instilled in the girls if they do those activities with fellow Senior Scouts in a Senior troop framework.

Exceptions to this might logically be made (1) where a girl or group of girls have completed Curved Bar requirements and find themselves marking time or (2) where an entire

troop is graduating together and wants to begin experimenting with Senior Scouting methods and program several months in advance of graduation. These girls should get copies of *Senior Girl Scouting* * to find out about the Senior ways of work and the Senior membership requirements.

All last-year Intermediates, regardless of their degree of progression in the Intermediate program, should have an orientation to Senior Scouting. Through contacts with current Seniors, they will see that it is a grown-up program with status in your community. Some of the following suggestions may help you plan a Senior orientation for your older Intermediates:

Invite several enthusiastic Senior Scouts to visit your troop and tell about their program.

Arrange for your girls to be invited to visit a Senior troop.

Ask a Senior leader to explain the Senior membership requirements to your girls.

Show the Senior Scout movie, "Lighted Windows," † pointing out to your troop that the skills they are learning as Intermediates are preparing them for the more adult type of project shown in the movie.

Follow the suggestions in the *Girl Scout Handbook* about relating the badges and groupings of the Intermediate program to the groupings in the Senior program. Show your girls the values of the Senior Aide programs for service and vocational exploration.

Keep your girls posted on Senior activities which you hear about at your leaders' club or through local publicity or read about in *The American Girl* and *The Girl Scout Leader* magazines.

GRADUATION

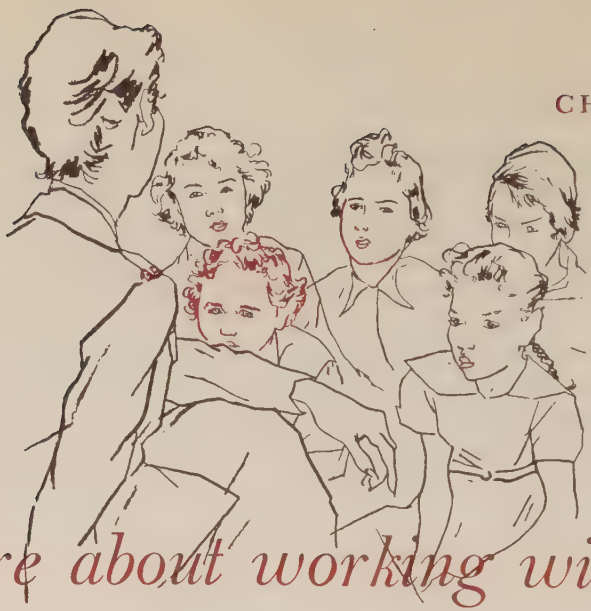
When a girl finishes the Intermediate program, she is said to

* See "Books To Help," p. 271.

† Ask your council to get this film for you, or write to the Audio-Visual Aids Section at national headquarters.

graduate from her Intermediate troop. This completion of her years in Intermediate Girl Scouting should be marked in some way. For instance, if the girls graduating from your troop are going on to a Senior troop, you might hold a joint ceremony with that Senior troop, comparable to a fly-up Brownie ceremony.

The girls usually have the most fun if they plan their graduation themselves. But for a suggested graduation ceremony, see pages 269–270.



CHAPTER 12

More about working with girls

YOUR TWOFOLD RESPONSIBILITY AS A LEADER

As you think back to the early meetings with your troop, do you recall one or two members who impressed you right away? Even in the first hours of getting to know a troop, a few girls usually stand out from the rest like raisins in a pudding. Ready or not, you find yourself facing the twofold responsibility of leadership: (1) to the group and (2) to individuals.

Your responsibility to the group comes first. You try to spread your attention as evenly as possible. Some girls will demand and use your attention more than others, but all the members should feel you are equally available to them when they need you. Gradually you will learn to recognize and guide the interests, plans, and activities that seem most likely to unify the group in constructive ways.

Your responsibility to individuals is awakened every time you notice one girl apart from the others. She may be shy,

angry, tired, exceptionally gifted, restless, gay, or coming down with a cold. However she happens to be feeling or whatever she happens to be doing, the group momentarily fades to a background against which you see this one girl in all the complexity of her unique personality and behavior.

MOST SNAGS ARE NORMAL

Being a troop leader will not always be easy, but neither will it be dull! You will recall from earlier chapters that some upsetting moments come to every troop, especially to new troops where members must try out each other and the leader in the process of establishing themselves and discovering what they can and cannot do. At that stage the leader's sense of humor must flex itself. Right from the beginning you assume your responsible role of "example."

You can expect a healthy troop, like a healthy child, to be seasoned with some desire for devilment and to have moments of superactivity which produce little except noise. Continuous restlessness, disinterest, or disrupting activity by groups of troop members, however, is most often a symptom of something else. It may be a result of too low or too high standards, of fuzzy meeting plans, of too little activity, of too limited or too routine a program, of lack of clear understanding about troop government or how to progress in the rank and badge program, of too continuous adult direction of activities, discussions, planning, decision making. All so easy to remedy once diagnosed! Girls join Girl Scouting voluntarily, seeking for something. *Find out* what your girls seek, help them get it, and then you can enjoy watching them go on from there.

You may also have your share of perplexing individuals, ranging from the dynamos to the limp rags, from those who overorganize the troop to those apparently bent on breaking it up. It is quite possible that you will also have in your troop girls under such pressures that they say things not quite true

or take things not really their own. You will find yourself hearing the other side of school upsets and being asked questions not indexed in your leader's guide.

Most so-called behavior problems are common to every group. Unfortunately, for your peace of mind, they loom largest when you feel least able to handle them. Remember that problem behavior usually comes from a feeling of discomfort and insecurity. Insecurity is easy to spot in a girl who refuses to play, who cries easily, or who slavishly follows some stronger personality. It masks itself in the girl who tries to boss the group, who picks quarrels, who is dishonest, or who is the ringleader in tormenting a younger or weaker girl.

The girl who is outstanding because of her quick mind, her deft fingers, or her ability to make others feel good can usually make her way with a minimum of help from you. The flexibility of the Girl Scout program and the opportunities it offers for girl leadership make it possible for a gifted child to move ahead with benefit to both herself and the troop, if you see and understand her situation. A gifted child deprived of challenging activities may, because of sheer boredom, find ingenious ways to disrupt the progress of the troop.

Troop life fortunately moves too fast for you to be able to consider every little upset as a crisis. Every group feeling its way in self-government will have its good days and bad. No one learns self-discipline overnight.

And what are some of the factors affecting your work with girls in a Girl Scout troop?

YOUR EXPERIENCE AS A LEADER

This is a key in your success with girls, because your presence in the group is the most important single factor in determining the troop's success or failure.

The more experience you have as a leader, the more relaxed you will be. By the time you have gained that comfortable state, you will also realize that we adults take upsets

far more seriously than the young. Some hi-jinks need to be laughed off; a frightening experience needs your calmness; a hot dispute may, in the end, need you as an arbitrator.

Your example determines the final effect of any situation on your girls. Therefore, you must not only survive the rough days with grace, but must see that upsets are resolved in a way that clears the air and is understandable and acceptable to all parties involved. A "fair" decision does not necessarily please everyone equally, but it does offset the long periods of muttering, the taking of sides, and the cruel treatment sometimes typical of this age. A chance for those involved to air their grievances and to see how the situation developed will also help them see a fair solution. When a situation reaches the taking-sides stage and everyone gets involved, it helps to call everyone in on a discussion where those primarily responsible can state their case. A fair decision as to the rights and the wrongs and what to do about them can be reached by the group under your discussion guidance. Group discipline and a sense of fairmindedness are strong at this age, and if the troop agrees that a decision is fair, it will be more effective than any you alone would make.

Awareness and understanding of group or individual needs often come ahead of your actual ability to deal with them. You can lean somewhat on the experience and advice of others, especially when you are getting started as a leader, but real confidence will come only after you have tried first one approach and then another and have found the methods which are most helpful to your girls.

SIZE AND EXPERIENCE OF YOUR TROOP

Size in itself is never all good or all bad. In a large troop the exchange of ideas and abilities and the opportunities for leadership are greater. You may find that in a large troop each girl is better able to find a job which suits her or a group

who wants to do what she wants to do and that, being happily absorbed, she feels less need to be obstreperous.

In a large troop some individuals, especially young or new ones, will be overwhelmed at meeting so many girls at once and will need to have their patrol leaders keep an eye on them, helping to promote their interests and seeing that they find a real place in the group. Careful organization is the key if the size of the troop seems overwhelming in the beginning —known plans, clear directions, patrols with specific jobs to do under the direction of informed patrol leaders, and clear-cut rules (girl-made) all help to set reasonable limits and show a girl where to turn for advice.

The troubles of an ailing small troop often come from too little energy rather than too much. Apathy may come from lack of numbers to spark new ideas, from too few members to do bigger projects, from troop direction being adult dominated or in the hands of a very small clique of girls. If for some reason membership of such a troop cannot be given a healthy boost, intertroop activities will lift its morale.

In general, troops experienced in solving their own problems and managing their own affairs have less difficulties than inexperienced troops. The patrol system puts so much more responsibility into the hands of the girls that group opinion rather than adult discipline is in force. This helps to create a sense of responsibility for troop affairs which is a steadying factor. Some troops become so skilled in these areas that the leaders serve mainly as advisers and thus have more time to devote to the needs of individual girls. Other troops, less experienced, want and expect firm guidance from their leaders while they are learning to manage for themselves. They are uncomfortable if they do not get it.

YOUR UNDERSTANDING OF GIRLS

Many of the strange ways of your girls are just as baffling to them as they are to you. Their fierce loyalties and strait-

laced sense of right and wrong can be quite as wearing as their unpredictable moods and energies.

Think over what you know about normal behavior for girls of this age and decide whether their behavior is typical of a stage they will outgrow before long. For example, rudeness in an eleven-year-old will probably run its course. Moodiness in the early teens tells you that nature is proceeding on schedule. But a thirteen-year-old who throws temper tantrums is literally screaming for help.

Think over, too, all you know about a girl that might account for any uncomfortable feelings. What about her physical appearance and general health? Is she too tall? too small? overweight? suffering with acne? Is she younger or older than most of her troop or classmates? How does she feel about her teachers? her parents? Is she oldest, youngest, or a middle one in her family? Is she an only child?

Sometimes the girl who most needs your help will fiercely resist it, as a normal stage in growing up. You can help her only as much as she lets you, but make it easy for her to come back to you again.

More often you will find girls trusting you with their problems and questions. The skilled leader knows that she cannot and should not provide all the answers. Sometimes it is enough for the girl that she has shared what is on her mind with someone who will keep her confidence. Just by talking about it, she may see her problem and its solution more clearly. Occasionally she will want you to help her see a problem through. Do it if you can, or if you think it better, urge her to talk as freely with her parents as she has with you.

Questions regarding dating behavior and the meaning of menstruation are naturally asked of trusted leaders. No leader should undertake sex education without the specific approval of each girl's parents. Sometimes mothers, informed of their daughters' awakening interest, prefer to handle the questions themselves. Sometimes the interest of many troop members makes it wise for the leaders and mothers to plan a troop dis-

cussion period. Mothers often appreciate the invitation to attend so that they may follow up with their own daughters more easily.

Stretch your patience to new limits in order to return the girls' trust with the calm acceptance, steady understanding, and reassurance that they need. The trust they place in their Scout leader, the way they absorb her attitudes and standards, is awe inspiring—and a little frightening.

THE ATTITUDES AND STANDARDS OF THE PARENTS

The parents of your troop members, as has been indicated, are also a force to reckon with in understanding your girls. If the parents misunderstand Scouting—if, for instance, they consider rank and badge progression as *the* sign of success in Girl Scouting—you will sense the pressure on the girl. If parents understand and approve of what the troop is trying to accomplish, their interest and support will be reflected in their daughter's regular attendance, the condition of her uniform, their permission for her to take part in special events, her sense of pride in her work, and their own presence and support at troop events.

Occasionally, you may find a girl puzzled by conflicting needs or loyalties that make practice of the Girl Scout code hard for her. Among many adults the tourist custom of taking souvenir towels and tableware doesn't count at all as stealing. In some schools the honor system is used with so little success that cheating seems acceptable conduct to the students. Little white lies are a generally accepted part of social grace. What is the literal-minded Girl Scout to make of the statement, "A Girl Scout's honor is to be trusted," in the midst of such casual standards and thoughtless acts?

Everything you do with a girl should aim at supporting and reassuring her. If your attitudes and standards conflict

with those of the other adults she loves, it may only be disturbing to her. Such are the practical situations you meet as a leader. How will you know if any girls in your group are uneasy about their values? Seldom do they say so directly. Their expressions may give you a hint or a revealing remark will pop out in the middle of some activity. The better you get acquainted with the girls' families, the better you can judge whether the Girl Scout code is in harmony or conflict with the principles they know at home and at school.

What do you do when you suspect a girl is having a struggle to reconcile opposing points of view?

First, you try to be as consistent as possible in your own application of the Promise and Laws, both in and out of the troop.

Next, you can give indirect support to anyone who may be worried by saying something like this: "We all know people who don't live by the kind of ideals we believe in and try to follow as Girl Scouts. Sometimes our best friends don't see right and wrong as we do, and it's easy to be influenced by their points of view. What can we do about that?" If the moment is right and the girls are at ease with you, discussion may burst forth and relieve all kinds of hidden anxieties. If not, you can drop the matter and revive it the next time a good chance comes.

Finally, you can talk privately with the girl. If she feels a home visit would help, by all means make one. If she prefers to work things out for herself, promise to keep her confidences and stand by for any further help she may request. She will be greatly reassured just to know that you understand and are interested.

These four factors—your experience, the size and experience of the troop, your understanding of the girls, and parental attitudes and standards—coupled with the success of the specific program activities of your troop will take care of most of the ups and downs that naturally come as a part of troop life.

THE "DIFFICULT" CHILD

Occasionally, you will come up against a situation that you cannot avoid labeling as "difficult." Fortified by the ethical code and your own common sense, you can approach each such problem in whatever way seems natural and comfortable to you. If you are a mother or a teacher, you doubtless come with a sleeve full of trusty devices to try out in the troop setting. If you are less experienced, look back and try to remember the adults you liked best and respected most when you were of Intermediate age. Think about how they dealt with you, and try to figure out why they were so successful.

It may help you to see a girl's problem more clearly if you list the specific incidents that have made you consider her behavior a problem. Study these and ask yourself: Have these incidents anything in common that show how the girl feels about herself and others? For example, the list might read: "Snatches and hides other girls' belongings. Joggled Mary's elbow on purpose and spoiled her block print. Often ridicules girls who are speaking in plays or ceremonies. Put salt in sugar can and ruined cookies for parents' tea." All these acts hurt or destroy.

Look squarely at your own attitudes about this girl. How do you feel about her and whatever it is she does that is causing trouble? Are you discouraged? hurt? baffled? protective? embarrassed? sympathetic? heartsick? Distrust any strong emotion you feel either for or against her. Are you annoyed because she does not do as she is told? Have you held up too rigid standards of behavior for her, considering her home situation and general background? Is there something that may be temporarily upsetting her, like a new baby in the family, a recent illness, or a school failure? Keep working at one question: What fundamental need makes her behave this way?

Try a variety of approaches to reach this "difficult" girl. Different people have different ways. Here are some which

other Girl Scout leaders have often used and found helpful:

Give her extra help, unobtrusively, during troop meetings. Such simple beginnings as an expressed approval of neat personal appearance, praise of a job well done, a suggestion of how she can contribute—all may help to establish a friendlier relationship.

Try to find out what things in the Girl Scout program she enjoys doing most, and encourage her to do those things.

Talk with her patrol leader, the Court of Honor, or the girls with whom she seems most friendly about what seems to be bothering her and how the troop can help her.

In a general troop discussion inject a question which may bring out feelings of the group or of the individual without singling out the girl or her problem.

Talk with her alone, giving her a chance to tell you what is bothering her. But do not overurge a confidence. She may not find it possible to talk about what troubles her.

WHEN AND WITH WHOM TO TALK

Misbehavior is often dramatic. The ups and downs of troop relationships create colorful stories for which it is easy to find listeners. The more difficulty you have in understanding and getting along with a girl, the more likely your are to turn to others for sympathy, reassurance, advice, or whatever you happen to need most. *You cannot be too careful,* however, in what you say and to whom you talk about a "difficult" child. One spark of indiscreet comment may flare into a prairie fire of rumor that upsets the troop parents or neighborhood and ruins a leader's chance of doing anything constructive about the original situation.

When you feel that discussing your situation will help clarify your thinking, choose a person who is qualified to help and who will keep your confidences. The logical person usually is the chairman of your lone troop committee or the council member to whom you are directly responsible (your

neighborhood chairman or troop consultant). In addition, you may get help by consulting one of the girl's teachers or the school's guidance counselor.

Approaching the girl's parents is a delicate task. Sometimes, no matter how well you interpret the reason for your concern, parents misunderstand and punish the girl later for "getting into trouble" or "shaming them." However, if you think you can talk with one or both parents, you may want to do that as your first step. Because of a leader's close relationship with her girls and their faith in her, it is important that a parent contact of this nature be made only with the knowledge and consent of the girl.

TRANSFER IS SOMETIMES BEST

With no reflection on girls or leaders they sometimes get mismatched. It is much better to consider transfer to another troop for one of your unhappy troop members than to allow her to drift out of Girl Scouting.

Often a different type of leadership, a troop with more compatible interests, a troop with more (or less) challenge because of its size or age range, will help an unhappy "troublemaker" become a valuable member of a troop team.

Notice of such a transfer may be made to your troop in a matter-of-fact statement such as: "Beth is transferring to Troop 4. She felt that she would be more interested in their strong music program and would be happier in a troop with older girls." If Beth has made herself exceedingly unpopular, your announcement may be met with numerous side remarks, but you may be able to offset any of the girls' unkind comments to Beth when they meet her in school by going on to say, "What seems like fun to us simply does not satisfy everyone. That is one reason why there are so many choices of things to do in the Girl Scout program." Or, "Beth's unhappiness could not have been all Beth's fault. Apparently we

all still have something to learn about getting along with others."

Ask for council assistance in the selection of another troop when you decide transfer of a girl is your solution.

WHEN AN IMPASSE IS REACHED

There may be times when a child's behavior cries for help greater than you can give. But before you decide that a situation is impossible, be sure that the girl's behavior has upset the group much more seriously and for a longer time than the usual incidents that blow up and blow over in all groups. Also, make sure that during those periods you have tried every way you know to help her and that she has apparently not been able to respond to your efforts. Only the girl who has shown *exceptional* and *prolonged* adjustment difficulty should be asked to leave a troop.

Discuss this extremely serious step with the member of the council to whom you are responsible. Have her approval before explaining to the girl and her parents that she cannot continue as a member of the troop because her lack of control spoils the fun for everyone else.

The actual moment of dismissal may be handled in whatever way seems kindest and most appropriate to the circumstances. Only you can decide whether a note to the girl, one to her parents, a telephone call, a home visit, or a combination of these will be best. One leader who had this unhappy task wrote as follows:

> Dear Tina:
>
> When we talked last month, I was sorry to have to tell you that unless you took better care of yourself in the troop I would have to ask you to drop out. I am sure you meant the promise you made to try to do better, but after the trouble both last week and in today's meeting, I think you will understand why I cannot let you

come back to the troop. I'll call you tomorrow to ask when I may come over for a few minutes to see you and your mother.

Next Wednesday after school, I'm driving over to Barryville to get some peaches. Would you like to go along? We could take our time and have dinner on the way back.

Hoping to see you soon.

Your friend,
Sally Engleman

By keeping in touch with the girl through an occasional outing or treat at your home with a few others, you may be able to make her understand that you like her even though you could not let her stay in the troop. If she is able to get individual help from some other source, the day may come when she can be reinstated in the troop. But be sure that in your wish to soften the blow, you do not give her any false hopes or make promises you will not be able to keep. Telling her that "maybe" she can come back is neither safe nor kind with a girl who is emotionally disturbed to this degree.

If the girl and her family resent your action and refuse to accept any suggestions, you can only hope that in time they may be willing to admit her problems and to try whatever help is available.

Explaining a dismissal to your troop can also be handled in various ways. If the group is mature enough, you probably talked with the Court of Honor before the dismissal to help the girls understand the difficulty and to ask for their cooperation and help. Your major concern should be to minimize ill feeling and gossipy discussion among the girls. Usually a brief statement to the troop is enough; for example: "I'm sorry to tell you that Tina is leaving the troop. We all know she has not been happy here. I'm counting on you to be friendly to her at school and when you meet her on the street." This is a frank statement. It may sound abrupt, but

it clears the air for the girls without encouraging endless comment and speculation.

THE SUCCESS STORY

Girl Scout leaders do not find it easy to admit that they cannot reach a girl. But always remember that your first obligation is to the group of girls as a whole rather than to the individual one. Bear in mind that you are only one person, that the troop is only one part of your life, and that there is no such thing as "enough time" to do all you would like to do. Exercise your perspective on the seriousness of the average childhood snag and save your energies for the few real hurts or fears or misunderstandings which may disturb individual girls from time to time.

The word "behavior" need not always be linked with the word "problem." The greater part of your interest in your girls' behavior will be concerned with each girl's efforts to translate ethical beliefs into action. When, without reminder, the best dancer in the troop takes a stumble-footed troopmate for her partner, when the girl who hates to lose manages to smile at the winning team, or when a parent tells you in grateful amazement of her daughter's new willingness to help around the house, you will know that you have been a success with your girls. These are the results of every good leader's desire to continue to learn more about working with girls.

PART IV

Part IV is for all leaders and contains information on the help they can get from the community and from the Girl Scout organization. It includes:

CHAPTER 13
The community as your partner

CHAPTER 14
The people who help you

CHAPTER 13

The community as your partner

"If only we lived in a big city, we could do so many exciting things" is a familiar refrain of leaders in small communities. "If we just lived in a smaller community, it would be so easy to interest the girls" is the counterpoint from the big cities' leaders. To all leaders we say, look again at your community, for its natural resources are your resources and its people are your partners in helping its children develop into responsible citizens through Girl Scouting.

Girl Scouting is essentially a citizenship organization. You and your community are embarked on a cooperative enterprise when you take over a Girl Scout troop. You are giving your time and energy. The community is giving the real life situations in which the girls can put into practice the good citizenship habits they learn in their troop.

A richer program is, of course, one of your aims in getting community cooperation, but even more important is the chance to have your Scouts' eyes opened to see their community and their place in it, to know what makes their town "tick." You want them to learn that government is the peo-

ple, that the contribution of the visiting nurse, the volunteer fireman, the people in a hospital, and the Saturday sewing club—the effort of each citizen—makes their town the kind of place it is.

You need your community to furnish you with many things, with moral and financial support, a meeting place, people with hobbies to share, facilities your troop may use. For, admirable as the mental and muscular powers of Girl Scout leaders are, they still need help from their neighbors, friends, troop committees, councils, and civic groups simply because they cannot possibly know all parts of the Girl Scout program nor accomplish all the things troops clamor to do. Nor should they try!

The extent of your knowledge of your community has a direct effect on the success of your troop's program. The truth of this statement becomes clear when you realize that so many troop activities involve:

—going to see how something is done

—developing a degree of skill in it and having the opportunity to appreciate the skill of a real expert

—learning how it fits in with the community's life

—using the skill to be of service

In other words, the better position you are in to relate the activities of the girls to what is being done in the adult world and to show them how they can become a part of that world when they are older, the more successful your troop's program will be. Call it developing civic responsibility if you will.

RESOURCES AT YOUR FINGERTIPS

Some Girl Scout councils have lists of community resources and procedures to be followed in cooperating with community groups. But if you want to inventory your community's resources yourself, a simple way to do it is to list them under headings such as these:

Historical background
Present make-up of the community
Government
Public utilities
Communications
Cultural resources
Civic organizations
Recreational facilities
Schools
Religious groups
Business and industry

Or, if you prefer, you may group the resources of your community according to the Girl Scout program areas, as shown in the following partial lists. When a town's resources are grouped this way, considerable overlapping between groups is both probable and sensible (a museum, for instance, being appropriate in the study of fine arts, shells, early American furniture, and Egyptian mummies).

Adventuring in the Arts

Libraries, bookmobiles, private collections, print shops.

Music groups (professional or amateur), music stores, record collectors.

Dance groups or teachers—folk and square dancing, social dancing, interpretive dancing.

Theatres, amateur theatre groups, children's dramatic groups, well-equipped stages.

Art galleries, local craftsmen, hobby groups, kilns, craft shops, art teachers or collectors.

Citizens Here and Abroad

Government offices and office holders.

Civic groups that work for better government.

Books, pictures, newspapers, and people with information about the early days of your community.

Industries, professions, public services.

Churches and synagogues.

Channels of communication—telephone and telegraph, newspapers, radio and television stations.

Volunteer organizations of the community.

The chamber of commerce, travel agencies, foreign student groups, townspeople who have traveled widely in the United States and abroad.

Fun and Exploration in the Out-of-Doors

Parks.

Recreational facilities.

Nature, outdoor, and sports hobby groups.

Garden clubs, nurseries, landscaping companies.

Pet shops, stables, zoos.

Private property and equipment your troop may be able to use or borrow.

Business enterprises using the natural resources typical of your section of the country.

You and Your Home

Homes, home building and furnishing groups, fathers and brothers with workshops.

Food stores, wholesalers, farms.

Clothing mills, manufacturers, models, designers, dressmakers, tailors, buyers, salespeople.

Departments of health and safety, volunteer health groups, clinics, hospitals, doctors, nurses, technicians, veterinarians, the city dump, the water plant, emergency aid societies, the woman everyone in the neighborhood turns to in an emergency.

ENLISTING COMMUNITY HELP

Judging from what leaders say, the best way to get help is to ask for it. Let the community know exactly what you need and why. It is as simple as that. But one word of advice: you must be convinced that a Girl Scout troop is a part of the community and exists to help make the community a better place to live in or you will not be able to convince other people. Do not act as if you were asking for a personal favor when you ask for help for your troop.

COOPERATION WITH OTHER ORGANIZATIONS

One of the policies of the National Girl Scout Organization is that the organization cooperates with other groups whose ideals and procedures are in accord with its own. Certain organizations are especially close to the life of a Girl Scout troop:

Schools

Girl Scouting has always cooperated with the schools, since school program and troop program supplement each other for the common good of the girl. Schools furnish troops with meeting places, volunteers to help with troop program, opportunities to promote and practice Girl Scouting. They lend equipment and include Girl Scout publications in their libraries. Troops furnish a setting in which the things the girls learn in school can be practiced or used in connection with community service. The girls themselves serve the schools by

volunteering promptly when teachers ask for help on a job, by taking care of school property, by assisting with younger children in the building and on the playground, by taking over special responsibilities such as color guards or messenger service, by serving in lunchrooms and cafeterias.

The schools are anxious to help Girl Scout troops, but they do not know where their help is needed unless Girl Scout leaders ask for it. Get to know the principal of your girls' school and the girls' teachers. Invite the teachers to meetings of your leaders' club so that they can find out more about Girl Scouting and troop program. See if you can work out an arrangement with the principal whereby some member of the school faculty is designated to work with you on troop matters and to make the program and guidance resources of the school available to your troop.

Parent-teacher associations often sponsor Girl Scout troops and have been very active in promoting Girl Scouting in their communities. The PTA in your neighborhood will be especially helpful to you in developing an understanding relationship between home, school, and your Girl Scout troop.

Churches and synagogues

Since the first part of the Promise states that a Girl Scout recognizes her duty to God, the religious affiliation of the girls in your troop is of concern to you. The churches and synagogues are responsible for the actual religious education of the girls, but you can encourage each girl to be a better member of her own religious group as part of her Girl Scouting.

Religious groups are very generous in sponsoring Girl Scouting. They provide leadership, meeting places, and the confidence of the community. If yours is a church- or synagogue-sponsored troop, any girl of another denomination who wants to join must have the written consent of her parents and cannot be required to take part in the religious ob-

servances of the sponsoring group. If your troop meets in a church or synagogue, find ways in which the troop can be of service to it, either by caring for its property or assisting at its functions.

As the leader of a Girl Scout troop, you should avoid planning troop activities that conflict with religious activities or services to which the girls should go. On week-end hikes or camping trips your arrangements must include an opportunity for each girl to attend the religious services of her own faith.

Public libraries

Libraries are a great source of help to Girl Scout leaders. Visit your public library, talk to the librarian, and give her some idea about what your girls need. Ask her help in developing a good troop reading program and her advice on ways your girls can be of service to the library. She will be able to suggest book lists, arrange a Girl Scout reading shelf, obtain program books that you and your girls need, arrange exhibits, lend books for a camp library.

You will notice throughout the badge requirements in the *Girl Scout Handbook* the suggestion that the girl consult her local librarian for resource material to help her meet the requirements. That suggestion is made because it is almost impossible to keep an up-to-date reading list in the *Handbook* for each badge and field of interest. Good books on any given subject come out every year or so, others go out of print. Often one library has an excellent book on a particular subject, while another library has a different but equally good book on that subject. Nature books vary according to the section of the country. Each troop has its own special needs. All these differing situations mean that one general reading list is seldom satisfactory for everyone. Therefore, it seems best for each leader and each girl to enlist the aid of the librarian in her town.

If your library does not have up-to-date copies of the basic Girl Scout books, your council or your leaders' club might present it with some copies so that all the girls in your community may have the use of them.

If you live in a town where there is no public library, get in touch with your state's library extension service for help or advice. Address your letter to the state library service in care of your state department of education. Explain your needs and ask what help is available for the girls in your community.

Other civic organizations

Many other civic organizations in the community will help with your program. These organizations furnish troops with program consultants and with places where the girls may learn or practice some of their badge work. Prominent among them are the civic and service groups offering special training or facilities, the police and fire departments, museums, hospitals, public health services.

SERVICE TO THE COMMUNITY

Emphasis on service has always been an important part of Girl Scouting. The community helps the girls in many ways and in turn the girls give service to the community as needed.

Children are eager to do something useful. The hundreds of thousands of hours of Girl Scout service reported each year are proof of the interest and efforts of Scouts. They sew for service groups, cooperate with protection rules of their fire and police departments, provide flowers for hospitals, prepare material needed by public health nurses, assist in museums with tasks suited to their age and ability. They are willing to do anything as long as they have the feeling that their efforts count.

Constructive service

Learning about the people and the activities which make their community what it is, is one part of girls' development through Girl Scouting. Learning to do something about an undesirable situation is another. Transforming a neglected lot into an attractive, useful one; starting a storytelling period at a hospital to amuse young children brought along on hospital visits; helping promote a bicycle safety program in the schoolyard—these are more than acts of service which benefit others. These are blows against the "let George do it" attitude. These give girls a chance to use those skills of an active citizen they read about in the Community Life chapter of the *Girl Scout Handbook*. Many people you approach asking about opportunities for your troop to give service will never have considered these values to young people.

Standards for service projects

Any service project proposed by your troop should be checked against the national and local policies set up for the protection of the girls. The following points will help you judge the value or wisdom of a service project and will suggest ways of carrying it out to the best advantage of the girls:

The project should have value in terms of character development and citizenship training. The girls should have some share in choosing, planning, and evaluating the service they want to give, and they should go prepared to serve intelligently.

Each girl should be able to understand her particular task in relation to the total service. For instance, when a girl helps with a routine office job for a community organization, she should understand the service that organization is giving the community and why her share helps its work. She should feel approval of her effort and a sense that her service is really of help.

The service given should be nonremunerative, nonpartisan, and noncommercial. Service to the community is part of Girl Scouting and must not be paid for. It should not be used for political purposes or for the benefit of any commercial enterprise. Of course, service should not be confused with legitimate money-raising projects. The same activity can be used both for service and for making money. For example, a girl can give service by taking care of a neighbor's child for a few hours when that neighbor must attend a meeting of her Brownie troop. If the same neighbor wants to pay the Girl Scout to take care of her children so that she will have more free time for her own affairs, that is not Girl Scout service. It is a private arrangement between the neighbor, the Girl Scout, and the girl's parents.

The parents of the girls should consent to all service given outside troop meetings.

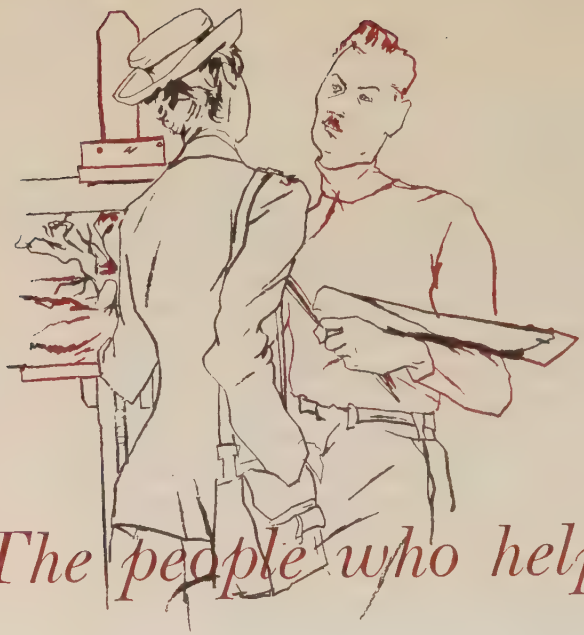
Service activities should not interfere with school or home duties.

Any service activity should be under the supervision of some adult in Girl Scouting or some other person experienced in working with girls.

The environment in which the girls carry out their service should be in no way detrimental to their health, safety, or moral development. The neighborhoods where the girls go, especially in large cities, should be known to the leader as one suitable for girls. Overfatigue and strain from large public gatherings or long hours must be guarded against, especially with younger girls.

The service projects should represent the kind of public relations that is in keeping with the dignity of the Girl Scout organization. Any publicity that might be harmful to the girls by exaggerating their importance or making them unduly conspicuous as individuals should be avoided.

The girls should wear their uniforms whenever possible.



CHAPTER 14

The people who help you

". . . and a Girl Scout troop is an ideal place in which to learn it." This will become an increasingly familiar phrase to you. It is true not only because of the freedom in the troop for girls to learn to think and do for themselves with an adult leader's advice readily available, but also because of the outside help available to that leader. A Girl Scout troop is an ideal learning place when the leader is wise enough to make it so. Behind every leader stand many people willing to help her in a wide variety of ways.

This is not the first time you have read that you do not do your Girl Scout job alone. All other adult jobs in the Girl Scout organization have been created to help the leader help her girls. These other jobs fall into two broad categories: (1) those whose interest is focused on your particular troop and (2) those who help all leaders do a better job.

THOSE WHO HELP YOUR TROOP

The first group includes the adults whose primary interest in

Scouting is in your girls and you. Parents, troop committee members, the sponsoring group, program consultants, and Senior Scout Program Aides make up this group. They look to you for direction. The following information will help you know why they are important, when and how to work with them.

Parents

The parents of your Scouts are usually the first group of adults you meet. It is vitally important that all the parents understand something about Girl Scouting and what your troop is trying to do, so that they will encourage their daughters to attend meetings regularly, to pay dues promptly, and to get uniforms and other equipment. They must be willing to give their daughters a chance to practice some of their Girl Scout skills. They need to be understanding about attempts to be of service at home and to lend a sympathetic ear to troop affairs.

The best way to get parental understanding is to become acquainted with the parents as rapidly as you can. Meet with them before you start a troop or before you accept their daughters for membership in an already established troop. The parent consent form is a good first contact. Inviting parents to troop occasions—an investiture, a Court of Awards, mother-daughter teas, father-daughter banquets—has been suggested earlier as part of troop program planning. Undoubtedly, you will have some parents on your troop committee, and they will serve as the link with other parents.

You may work with parents on an individual basis, or you may ask for the continuous support of a few of them. Believing that participation makes for active cooperation, many leaders have used a check sheet for parent help, like the one on page 202. If you use one, be sure to adapt the example to your community situation. Discuss the whole idea at a parents' meeting, explaining that each person should check what

WAYS PARENTS CAN HELP

Please check those things you will be willing to do if your daughter's Girl Scout troop needs them:

1. Lend kitchen ☐, living room ☐, back yard ☐, attic ☐, basement ☐ for an occasional troop meeting.
2. Provide after-school snacks for a troop meeting.
3. Assist at a troop meeting.
4. Help with the troop's outdoor program.
5. Share a hobby with the troop. Hobby:_____
6. Provide chaperonage ☐, transportation ☐ for a picnic or trip.
7. Provide space for storage of equipment.
8. Help telephone parents for last-minute announcements.
9. Help the troop with its money-raising activities.
10. Help the troop collect program materials such as tin cans, wood, cloth, paper, pictures, felt hats, candle ends, scraps of yarn.
11. Lend tools and equipment.
12. Help the leaders keep records and shop for supplies.
13. Help with a parents' party meeting.
14. Be a member of the troop committee.

Date_____

Name_____

Address_____

Telephone No._____

he or she would be willing to do if the troop happens to need that kind of help during the year.

Cooperation works both ways, of course. So, in talking with the parents, explain that you will keep them informed of social activities and will require their written permission for hikes, expeditions away from the troop meeting place, and similar doings. Find out how they feel about meeting times and about possible conflicts with schoolwork, Saturday chores, or other special responsibilities. Remember that parents are trying to develop successful young citizens too! Mutual understanding between you and them results in supporting rather than conflicting forces in a child's life.

The troop committee

The troop committee is a continuing group formed to provide community support for the troop and to help the leaders in concrete ways. It is made up of men and women from the community.

Although many councils do not require that a troop have a troop committee, most leaders feel that such a committee makes a broader and more exciting troop program possible. What your troop committee members do is determined by what you and your troop need, but their usefulness depends largely on how you call on them for help and how you share the work and the satisfaction of the troop with them. You will find it helpful to consult them and include them in your planning from the very beginning.

Troop committee members do not attend meetings of the troop except by special invitation. Working with the committee does not mean taking away from the girls the right to play freely, to make their own plans, and to manage their own affairs. What the troop committee does is to provide more interesting opportunities in your planning with the girls and to help to make it possible for the girls to carry out their troop plans.

The girls want these grown-up friends. They can accept them as Girl Scouts and appreciate what they do. If you interpret the purpose of Girl Scouting to your committee members and if they understand how an Intermediate Scout troop is run, they will give you tangible help and moral support. The girls whose leader feels too possessive about "her troop" and prefers "not to have a committee interfering" may lose some of the greatest values of the program.

The troop committee becomes a part of your troop organization and the members become members of the Girl Scout movement in the United States as you and your girls are. They pay the annual national membership dues of one dollar each, are registered with the troop, and receive *The Girl Scout Leader* magazine.

Forming the troop committee

It may fall to you as the troop leader to form your own troop committee. The size of your troop committee and the choice of members depend on the job to be done. Most troop committees have from three to five members. You want as members both men and women who know something about girls of Intermediate Girl Scout age and who are especially concerned with the girls of your particular neighborhood, church, or school. It also is a good idea to have someone connected with the place where the troop meets. If you have a sponsoring group, at least one member of that group should be on the troop committee too.

The first persons you think of are, of course, the parents of the girls, other adults in their families, and their grown-up friends. Others who make good committee members, whether they are parents or not, are school principals, teachers, librarians, doctors, public health workers, ministers, rabbis, and priests. They know and work with children and can help in many ways.

Most troop committees find it wise to have one year as the

term of membership, with the understanding that active members may be reappointed.

How the troop committee works

Very little organization is needed for a group as friendly and informal as the troop committee—just enough to be sure that plans get made and work gets done.

A chairman is usually the only officer needed. In most cases, the chairman is elected by the group, although sometimes she is selected first and asked to help recruit the rest of the committee. She should be the kind of person who can make people enjoy working together and who lets each member do his or her own job.

Your function with the committee is to keep the members of the committee informed about the troop and how they may help. Since the purpose of the committee is to help you carry on the program with the girls, the committee members work with you in everything they do.

Who does what is naturally determined by the interest and ability of the individual committee members. The whole committee works on some jobs together, but for the most part members take on responsibilities for which they are best suited. A dad or uncle may have both the patience and the skill to be on call to make or repair things for the troop. A person who is not able to be away from home but has time to telephone may be willing to contact parents for aid in transportation, chaperonage, and the like. A member good at figures may help the troop treasurer to keep her budget and finance records. All will have an eye out for community contacts to enrich the girls' program ideas. Committee members have even been known to take turns as baby sitters with their leader's small children so that she could attend training courses.

Meetings of the troop committee, like its size and membership, are determined by need. All committees should sched-

ule at least three meetings a year: the first to hear troop plans for the season and to discuss how they can help; the second to take stock of progress at some logical midseason point; and the third to summarize the year's activities and look at probable needs for the year ahead. Other meetings can be called as the need arises.

How your own troop committee works will be determined by the committee members and by the way you work with them. You will find you can do much more for the girls if you share the responsibilities for the troop with the committee. Your satisfaction will come not only from the help that they give you but from the knowledge that by working together you are all making a contribution to the life of the community.

The lone troop committee

If you are a leader in a community where there is no Girl Scout council, your troop committee assumes certain additional responsibilities to the National Girl Scout Organization. It endorses both leaders of the troop (the committee chairman's signature on the troop registration form, which includes the leaders' names, indicates the committee's approval). It also assumes the responsibility for the troop in the community and for seeing that it continues, providing new leaders when necessary.

In addition, the lone troop committee accepts the responsibility to the National Organization and to the community for maintaining Girl Scout standards and carrying out national policies. It pays to the National Organization an annual fee of one dollar for the troop, which gives the troop the right to use the Girl Scout name, program, insignia, and so on.

The sponsoring group

Many organizations in a community are interested in spon-

soring a youth program such as Girl Scouting. Churches, men's service clubs, women's clubs, for example, are all interested in the welfare of young people. Girl Scouting has a popular and up-to-date program for girls to offer the community, and these community groups have much to offer us. As troop sponsors, they can be of invaluable assistance. They can help provide meeting places, equipment, financial aid, continuity of leadership, program consultants, camping opportunities, community prestige, and community service projects. The Girl Scouts in return can express their appreciation to a sponsor by offering to be of service to the sponsoring group.

When an organization is interested in sponsoring a troop, it must first get in touch with the council. If the council wishes to have sponsored troops, it will acquaint the sponsor with Girl Scout objectives and ways in which the troop can be served best. Most councils provide each sponsoring group with a statement listing the responsibilities of the council and those of the sponsor in regard to the troop.

The final responsibility for any troop and for the Girl Scout program rests with the Girl Scout council. The sponsoring group cooperates with the council and the troop leaders to help the troop carry on its program successfully.

Program consultants

A program consultant is a man or woman who is willing to share his or her interests and special program abilities with your troop members. To be more specific, consultants are persons who are willing to help girls with badge and other program projects and who are available to leaders for advice and informal training. As your troop's program develops and the girls grow older, program consultants will become of increasing importance to you.

When your troop is working with program consultants, you must still be concerned with the girls' growth and self-

reliance and cooperative effort and the development of their individual interests. A consultant is more concerned with teaching skills and good standards of workmanship. Therefore, you and the consultant should work together on planning and carrying out any activity. (See page 209.)

How to know when a program consultant is needed

You have probably been uncertain about when to turn to a program consultant to help with your troop's program. You may fear that the great enthusiasm expressed by your troop for a project will peter out as the girls go to work on it. If such a thing should happen in your troop, it would be disappointing and discourteous to the consultant helping you. But such misfortunes will not happen if you take time beforehand to explore the subject. The passing fancy has a real place in every troop program, for the Girl Scout troop is an ideal place to experiment, to sample, and to reject. Therefore, do not blame your girls for not knowing their own minds or discipline them by making them go on with a project regardless. Instead, try to develop in yourself one of the subtlest skills of group leadership: the ability to know which fancies you should let pass and which ones you should catch and coax into abiding interest.

Three clues will help you know when it is time to call for outside assistance:

One is *when you feel you have taken your girls as far as you can in a subject in which they are interested.* This may be when you have reached the limit of your troop resources and equipment. Or it may be when groups of girls in the troop are at different stages and it becomes impossible for you and the other leader to be in three places at once.

A second is *when you feel the interest in the subject is deep enough to warrant the attention of a specialist.* Older girls, especially, need contact with specialists to help them discover permanent avocations or even vocations.

YOUR PROGRAM CONSULTANT NEEDS TO KNOW. . . .

The Girl Scout organization's belief in:

- individual growth and individual standards of achievement
- the value of original work
- use of skills in service to others
- attitudes based on the Promise and Laws

The plan of your troop's project:

- what aroused the girls' interest
- how the project is related to other troop plans
- how much time will be devoted to it, when and where
- what specific requirements must be met

The girls working on the project:

- how many
- how old
- how experienced in the subject
- characteristics affecting degree of individual achievement

A third is *when you feel it beyond your ability to set the stage for the activity or to acquire the necessary skill.* This is often the case when health, safety, or special techniques are involved. For example, winter sports, first aid, or campcraft would probably require expert assistance from the beginning.

Where to find consultants

Once you have decided that you need a program consultant, it is usually not difficult to find one. You may have a personal friend who can give you just the help you need. Members of your troop committee may be able to act as program consultants, or, if not, will be glad to look for other men and women in the community who can share their enthusiasms with your girls.

If your troop is under a council, ask your troop consultant or neighborhood chairman (or the council's program committee) for suggestions before you invite anyone to be a program consultant for your troop. The council may have its own standards and requirements for consultants. Many councils prepare special material for program consultants to help them understand Girl Scouting, to explain the council's ways of work for maintaining program standards, and to list the community resources available to them.

When you have found a consultant to help you, your next step is to consider the three ways you can use her and to decide which way is right for your troop.

The leader goes to the program consultant

It is always wise for you to guide as much of your troop's program as you can. Therefore, one of the best ways to use a program consultant is for you to go to the consultant to get advice on your plans and hints on source material and equipment. You might take a course from the consultant or get the

help you need through individual conferences, your leaders' club meetings, or even over the telephone. Whenever practical and possible, this method of using a program consultant helps a leader develop her leadership ability at the same time that she is expanding her troop's program.

The program consultant comes to the troop

Many of the activities planned by your troop may require that a program consultant work directly with the girls. This practice has many advantages and some dangers.

The advantages are that the girls get a fresh point of view and that greater interest is stimulated in them by someone with thorough knowledge of a subject. They will learn skills more rapidly under the direction of someone who is herself skilled. Also, if some girls in your troop have a greater interest in a subject than the other girls, it will help you to be able to turn the interested girls over to a consultant, who can develop their interest to a higher point of satisfaction.

The dangers of calling in program consultants to the troop lie in the possibility that the troop's program may be broken up into unrelated pieces, that the activity may become more important than what is happening to the individual girls, and that the leader's close ties with the girls may be lost. These dangers can be avoided if the leader plans the program of each meeting with the consultant and discusses with her after each meeting what happened in terms of the girls' attitudes and program skills.

The girls go to the program consultant

You may have a situation in your troop where having the girls go to the consultant for help is the sensible thing to do. Swimmers and lifesavers must go to a pool or waterfront for their instructions; nature enthusiasts must go into their outdoor laboratory; girls interested in the cultural arts must

sometimes go to studios, museums, and workshops where the needed material is at hand.

This method of using consultants is all right, but take care that it does not result in the girls going to unrelated classes just to gather information. In no time at all this will destroy the unity of your troop program and may remove the girls from the guidance they deserve to have from you.

In order to minimize this danger, be sure to visit the groups working outside with consultants as often as you can. At troop meetings, ask them for reports on their progress, and have some of the new things they learn used in connection with troop programs.

The Program Aide

A Program Aide is a Senior Girl Scout who has been especially trained to share her program skills with younger Scouts. She does not take over the responsibility of the troop's leaders, but helps to round out the troop's program by contributing her skills, vitality, and enthusiasm.

Check with your troop consultant, neighborhood chairman, council office, or the leaders of Senior troops in your community to see if any trained Program Aides are available to help your troop.

THOSE WHO HELP ALL TROOPS

The second group of Girl Scout adults includes those whose specialized jobs keep them in touch with many or all the troops in the community or the country. Each, from a slightly different point of view, can help you to understand the Girl Scout organization in your community and to find your place in it. Be sure to get acquainted with these other Girl Scout volunteers and save yourself time and energy by asking them for the help they can give you. Your suggestions of more practical ways they can help leaders will make their jobs more rewarding too.

The neighborhood service team

Many councils now have neighborhood service teams to help organize troops and to give continuing service to the troops. Each of these teams is made up of the neighborhood chairman, one or more troop consultants, and a troop organizer.

The neighborhood chairman

The neighborhood chairman is responsible for developing and maintaining Girl Scouting in your neighborhood. She is your link to the rest of the organization, reporting your needs, bringing back answers and interpretations, chairing your adult meetings, coordinating program events that affect all troops, interpreting policies, contacting the many outside organizations that want to work cooperatively with the Girl Scouts. She gathers in the questions, suggestions, requests, complaints, and success stories from all the Girl Scout volunteers in her neighborhood—and thereby gets the most mail and the most telephone calls of anyone in town.

A troop consultant

A troop consultant is an experienced Girl Scout volunteer who is available to help you move through the beginning stages of your job as a troop leader and then become increasingly better at it. As a consultant she helps you learn to do your job, rather than doing it for you. From her you will gain information, encouragement, and the security of having an experienced person to turn to. Once you have found yourself with your troop, she will help you take an active part in council affairs.

A troop organizer

A troop organizer helps determine where troops are needed in the neighborhood and is responsible for seeing that troops

are properly organized. You probably met and worked with her before you read this book. Your next contact with her will probably be when your troop has room for more girls or when you are looking for a Senior troop into which your girls can graduate.

The neighborhood association

Most Girl Scout councils are now divided into geographic units called neighborhoods. Each of these units has a neighborhood association, made up of every Girl Scout adult in the area. The neighborhood association meets periodically to discuss troop progress and problems and to find out what services the troops need from the council to improve the quality of their program.

If your troop is in an area that has a neighborhood association, you automatically become a member of it. Its meetings will give you a wonderful opportunity to exchange ideas and to discuss mutual problems with other leaders and adult volunteers in your community.

The Girl Scout council

Anywhere in the U.S.A. that you find interested girls and willing adults, you can have a Girl Scout troop. Where there is only one troop or only a few in a community, those troops operate as lone troops, gaining their adult community support from their lone troop committees. All other troops are under the jurisdiction of a Girl Scout council.

A Girl Scout council is a volunteer group chartered by the Girl Scouts of the United States of America to carry on Girl Scouting within a certain territory. It accepts the responsibility for making the Girl Scout program available to girls throughout its jurisdiction and for establishing, maintaining, and interpreting the standards of Girl Scouting for the troops in its area. As a Girl Scout leader you can get informa-

tion and assistance from your Girl Scout council in every part of the work you undertake.

Your council probably offers various kinds of training for its leaders. After your first training course, which helps prepare you for leadership, the council will offer you opportunities to learn program skills or to learn more about working with girls.

Most Girl Scout councils provide a few special program events of a council-wide nature for their troops. These events may vary from a tea for First Class Scouts to a play-day for all troops in the council. A council event may be as simple as participation in a community parade or as complex as running a camp for all Girl Scouts in the area. No matter what the form, these events are the plus values the girls get from belonging, not just to a Girl Scout troop, but to a Girl Scout council—a part of Girl Scouts of the U.S.A.

In some councils there is a leaders' club to which all the troop leaders in the council belong. At the meetings of a leaders' club, the leaders exchange program ideas, participate in activities that can later be passed on to their troops, and enjoy the companionship of others who have common interests. (Leaders belonging to a neighborhood association often no longer feel the need of a leaders' club.)

Board of directors and committees

The work of the council is administered by a board of directors, elected by the council members, and the committees it appoints. The board and its committees are responsible for such things as securing leaders and organizing troops, training leaders, helping develop the Girl Scout program for its troops, establishing local policies and standards, providing camping opportunities, coordinating fund raising, and establishing good community and public relations. You may work closely with the members of your council's board and committees or you may get information and help from them channeled through your neighborhood service team.

Professional workers

If there are many troops under your council's jurisdiction, it probably employs a professional staff to help carry on the work and has a central Girl Scout office to which you may go for information. Your council may have only an executive director or it may also employ other professional workers who are assigned to the various districts in the council area.

In addition to enabling the Girl Scout volunteers to administer and carry out the work of the council, these professional workers help troop leaders through individual or group conferences, leaders' meetings, and training courses. Perhaps in your setup her help comes to you indirectly through your troop consultant or neighborhood chairman.

Girl Scouts of the U.S.A.

A nation-wide movement such as Girl Scouting needs a national organization to give leadership to the movement and to provide services to its local units. Every national organization is able to do for its local groups many things they cannot do for themselves. In the case of the National Girl Scout Organization, the cumulative experience of Girl Scouts throughout the country is pooled by the national body, which then evaluates it and suggests improvements that local groups could reach only after years of trial and error.

Our national organization is officially called Girl Scouts of the United States of America. It maintains a national headquarters office to serve you and a national branch office in each of the country's twelve Girl Scout regions (see the map in the *Girl Scout Handbook*).

National staff members are assigned both to the national headquarters and to the regions. These staff members help you do your job through direct consultation, training courses, conferences, institutes, workshops, correspondence, publications, and visual aids.

General direction to the Girl Scout movement in our country is given by what is known as the National Council of Girl Scouts of the United States of America. The National Council is made up of delegates from every council in the United States. When these delegates assemble at the national convention, they elect the National Board of Directors and decide the general policies to be followed by Girl Scouting in the years between the meetings of the National Council.

Regional conferences are held in the year following the national convention. On one hand, these conferences give members of local Girl Scout units an opportunity to inform the National Organization of their needs and points of view. On the other, they give the National Organization a chance to acquaint local members with new trends and developments. The sessions at regional conferences also follow up on action taken at the previous national convention and cover matters coming up at the next convention.

The World Association of Girl Guides and Girl Scouts

Just as Girl Scouting in the United States adapted and developed its own program from the original Scout movement started in England, thirty-four other countries have also adapted and developed their own programs, all based on the same ethical code. All national Girl Scouting organizations that are voluntary, self-governing, nonpolitical, and representative of their countries as a whole are free to join the World Association of Girl Guides and Girl Scouts.

The object of the World Association is to promote unity of purpose and common understanding among the Girl Guide and Girl Scout movements throughout the world and to encourage friendship between the girls of all nations. Because Girl Scouts of the U.S.A. belongs to the World Association, the girls in your troop have the right to wear the World Association pin along with their Girl Scout membership pin.

How are you doing?

Ways of judging your success
as a Girl Scout troop leader and some suggestions
for increasing that success.

How are you doing?

Remember that moment such a short while ago when you and all those eager youngsters were just beginning as a Girl Scout troop? There was registration and the exciting rush to learn *everything* before investiture. You took a deep breath and thought, "We're launched." At first you wondered if the patrol system would ever work. Then you began to see progress in Sally's thoughtful presentation of an idea which you heard her vigorously opposing in the Porpoise Patrol's meeting. Now you notice that the program plans, organized by the Court of Honor and presented by the patrol leaders to the patrols, are getting into action without too much help from you. You always knew you had a grand group of girls. Now you know you have become an established troop!

Even before reaching this stage, however, you have probably asked yourself, "How well am I doing?" You may at times have questioned your efforts and even been a little discouraged. It is very natural to wonder if the troop is accomplishing what it should and if the girls are developing as a result of the program. Now that your troop is established, you are ready to size up the effects of the program on your girls and on yourself.

Your future troop program can be strengthened by asking yourself some objective questions about what you have accomplished thus far. You probably think about some of these things from week to week as you go along. Evaluation at its best goes on continually, with an additional long, hard, thought-provoking look every three months or so to reveal valuable clues not easily seen at close hand.

The following self-test will guide you in judging your progress in leadership. The headings are similar to those used in the program evaluation done by many Girl Scout councils

to find out how well the program is going in all their troops.

The longer you continue as a Girl Scout leader, the more critical of your progress you become, so do not be discouraged to discover that it is not possible to answer "yes" to all of these questions at any one time. The perfect troop is yet to be organized.

	No!	So-so!	Yes!
Girls' progress in taking responsibility			
1. Most of the girls give ideas, express opinions, and ask thoughtful questions in planning program.			
2. Troop members come regularly to meetings.			
3. The girls take and carry out responsibility reasonably well for their age.			
4. They make most of their own rules and remind each other about living up to them.			
5. They ask my advice when they need help but also decide many things independently.			
6. They make their own budget and keep their activities within it.			
7. Elected leaders have grown in their ability to do their respective jobs.			
8. Small groups and patrols are working independently with increasing success.			
Adventuresome and creative program			
1. Our meetings include both active and quiet kinds of fun.			

	No!	So-so!	Yes!
2. Our troop program includes both indoor and outdoor activities.			
3. The program gives the girls a chance to learn things as well as to have good times.			
4. The girls' interests have been widened by the new experiences they have had and the skills they have learned in their rank and badge work.			
5. They show increasing imagination and creativity in the way they do things.			
6. Most of the troop's service projects are a part of regular troop program rather than isolated activities.			
7. The troop has spent some time with people whose backgrounds differ from ours.			
8. There is increasing evidence of a carry-over between school and home experiences and those in the Scouting program.			
Girls' understanding and practice of the ethical code			
1. For the most part the girls get along and work cooperatively.			
2. They are getting better at settling their conflicts.			
3. They conscientiously take part in service projects.			
4. They are friendly and courteous to visitors and newcomers.			

	No!	So-so!	Yes!
5. They show respect for the right of the individual to differ.			
6. They show care for the meeting place, other property we use, and materials and equipment.			
Effective adult leadership			
1. I use every chance I see to encourage girls to be kind, unselfish, courteous, and honest.			
2. I am learning to do this unself-consciously and without being preachy.			
3. I encourage each girl to do her best but do not ask too much of her.			
4. I enjoy trying new things and learning them with the girls.			
5. I am keeping a sense of humor and relaxed attitude in working with girls.			
6. I try to create an atmosphere of equality and acceptance in which girls feel free to express themselves.			
7. In most cases I am able to forestall discipline problems or meet them in a patient, understanding, and objective way.			
8. I am able to work satisfactorily with program consultants.			
9. I keep in mind objectives for individual girls as well as those for the whole troop.			

	No!	So-so!	Yes!
10. I share troop leadership with the troop's other leader, and we work together with respect and consideration for each other.			
The troop's relation to the council and community			
1. The girls take part in council, district, and neighborhood events.			
2. The troop gives service to the community and to our sponsoring group.			
3. The troop committee and parents understand and support the basic purpose of Girl Scouting.			
4. I participate regularly in neighborhood, district, and council events for adults.			
5. I take advantage of opportunities for leadership training.			
6. I take advantage of the help available through my troop consultant and neighborhood chairman.			

SELF-HELP FOR THE LEADER

After evaluating your troop, you will probably feel a warm glow of satisfaction with things on the whole. If you notice any weak points in your frank appraisal, you can begin immediately to do something about them. First ask yourself a searching "why" for each point on which you would like to see improvement. The answers may open up many suggestions for new approaches. Talk over some of the problems with the Court of Honor. If the joint thinking of the leaders

and girls doesn't produce an answer, ask for help from your troop committee members, your troop consultant, the neighborhood chairman, a professional worker, or any other appropriate person in your council.

You may solve some of your problems by rereading sections of this book, the *Girl Scout Handbook*, and *The Girl Scout Leader* and *The American Girl* magazines.

Most leaders sometimes feel the need for stimulating ideas and experiences to keep their enthusiasm high. There are many things you can do to keep yourself growing as your troop moves along. Try some of these:

Take a new Girl Scout training course or workshop. You will gain increased conviction about Girl Scouting and get new ideas for your troop.

Visit another troop of girls and talk with the leaders. Your council will arrange such a visit.

Select a program field with which you are not familiar and consider what parts of it might be enjoyed by your girls. Stimulate their interest and yours by suggesting that the troop do something in that field.

Serve as a counselor in a Girl Scout day camp or established camp.

Take a more active part in your leaders' club or neighborhood association by suggesting ideas for discussion at their meetings.

Reread Chapter 4, "The Girls in Your Troop," and Chapter 6, "Planning Program with Girls." Parts of these may have new meaning for you now.

Troop meetings and ceremonies

Specific examples of how to conduct troop meetings and ceremonies, including:

Launching Troop 16 (first nine meetings)
Court of Honor meeting
Hand signal
Friendship circle
Flag ceremony
Investiture ceremonies
Court of Awards
Scouts' Own
Graduation

Launching Troop 16

Mrs. Kay and Miss Bee, the leaders of Troop 16, had three things they wanted to accomplish in the early meetings of their new troop:

They wanted the girls and themselves to get to know each other and to have fun together.

They wanted to make each troop member feel the importance of her individual contribution.

They wanted the girls to learn about Girl Scouting while completing the membership requirements, becoming registered, and getting ready for investiture.

Keep these three basic objectives in mind as you go through the first nine meetings of Troop 16.

Notice also the indications of the careful premeeting planning by the leaders. The meetings progress gradually from simple organization and simple tasks to more complex situations—for instance, the progression from the green and the yellow tag groups in the first meeting to the patrol responsibilities in the seventh and eighth.

Notice the difference in the jobs individual girls do in the first meeting and those in the fifth. In every meeting there are indications of the leaders' careful preparation of the girls for each group activity so that they know what is expected of them and how to proceed. Valuable troop meeting time is saved after the first few weeks by training a few of the girls at a Court of Honor meeting to lead some of the small-group activities.

The girls' focus is always on the concreteness of doing things. The leaders' focus is on methods to teach the girls how to organize and carry out that "doing" for themselves.

FIRST MEETING*

PREMEETING

The girls arrived, met the leaders, and made their name tags. They got acquainted as they examined the display of books and the objects for an observation game.

MEETING ACTIVITIES

The girls played "Getting Acquainted" (from *Games for Girl Scouts*).

* The first meeting of Troop 16 is described in detail in Chapter 3.

Mrs. Kay told the girls some facts about Girl Scouting and answered their questions.

Everyone learned "Gypsy Song" (from the *Girl Scout Handbook*).

The girls played the observation game.

Refreshments were served during a short discussion on how to become a Girl Scout, troop costs, weekly dues, and troop government.

Clean-up.

CLOSING

Miss Bee reminded the girls to bring in completed parent consent forms and national membership dues.

The whole troop learned the friendship circle and "Taps" (from *Sing Together*) and repeated them as a closing.

CARRY-OVER FOR NEXT MEETING

Name tags.

Collection of parent consent forms and membership dues.

Color guard.

Tenderfoot requirements.

Friendship circle and "Taps."

SECOND MEETING

PREMEETING

Name tags were spread out on a table so that girls could find their own. Tags remaining when meeting began indicated absentees. Some blank tags were available for newcomers (there were two) and for those who forgot to leave theirs behind after the first meeting.

Mrs. Kay recorded the names of all the girls who brought in parent consent forms and membership dues. At the same time she collected troop dues and recorded attendance.

The first four girls to arrive went to one corner with Miss Bee to practice for the color guard.

Mrs. Kay started later arrivals on games. They chose school favorites and so could direct the games themselves. "Crows and Cranes," "Dog and Bone," and relay races were the favorites.

OPENING

The troop stood in a horseshoe formation for a simple flag ceremony. Miss Bee explained the procedure of a flag ceremony, then three of the early arrivals acted as the color guard while the fourth stood beside Miss Bee and gave the commands (see pages 256–258).

MEETING ACTIVITIES

The troop sat in a circle, met the new girls, and asked about the absentees.

A question about the pin of the World Association of Girl Guides and Girl Scouts led into a brief but enthusiastic talk about the international aspects of Girl Scouting. The girls were impressed with the idea of Girl Scouts being linked around the world through our Promise and Laws.

Mrs. Kay suggested that during the week each girl read the Promise and Laws in her *Girl Scout Handbook,* choose one Law which she particularly liked, and watch for examples of people living up to that Law or failing to do so. The girls agreed to be prepared during the next few meetings to either discuss or dramatize some of the best examples they discovered.

Miss Bee led the troop in learning "When E'er You Make a Promise" (from the *Girl Scout Handbook*).

The girls played a table-setting relay as a start on the Tenderfoot requirements.

An informal discussion on the things the girls thought

would be fun to do during the year gave Mrs. Kay and Miss Bee a great deal of general information as to the likes and dislikes, wants and wishes of the girls. The leaders found it best to go around the circle and give each girl a chance to talk. The girls were like magpies!

The troop picked Election Day (a school holiday) for the first outing. Anticipation was high although the plans were still vague.

Clean-up.

CLOSING

The girls stood in a circle and learned the Girl Scout sign, salute, and handshake. Each girl practiced them with a neighbor. A good many of them already knew the motto and slogan.

The entire troop formed a friendship circle and sang both the "Gypsy Song" and "When E'er You Make a Promise."

Closed with "Taps."

CARRY-OVER FOR NEXT MEETING

Name tags.

Continued collection of consent forms and dues.

Tenderfoot requirements (review of those already learned plus a new one).

THIRD MEETING

PREMEETING

Girls put on name tags, because the leaders still needed them.

Mrs. Kay recorded attendance as she collected and recorded parent consent forms, membership dues, and weekly dues.

Handbooks and the necessary materials were available for the girls to practice informally the Girl Scout sign, salute, and handshake; table setting; and the use of knife and compass.

All the girls came together for a few rousing moments playing "Streets and Alleys."

OPENING

Four eager volunteers conducted a simple flag ceremony (the personal copies of the *Handbook* did make a difference!).

MEETING ACTIVITIES

The troop sat in a circle and checked on new girls and absentees. Miss Bee asked for a volunteer to bring the one new member up to date on what had been done in the first two meetings.

Mrs. Kay discussed what it means to be a Tenderfoot Scout, why and how the requirements must be met. In her talk she introduced the idea that if Girl Scouting means enough to a girl, there should be some change in her behavior and in her attitude toward helpfulness at home and in other places.

Two girls gave a quick skit about a person they had seen living up to a Girl Scout Law. The troop guessed which Law it was.

The girls had really read their *Handbooks,* so a discussion of the flag based on the material in the *Handbook* went rapidly. The leaders then divided the girls into five groups and gave each group a question written on a piece of paper:

1. "How do we show respect for the American flag when in uniform?"
2. "What is the courteous way to display flags of two or more nations?"
3. "Where will the American flag be when carried with one other flag?"
4. "Where will the American flag be when carried with two other flags?"
5. "Where is the blue field placed when the flag is hung against a wall?"

Each group went off to a corner to work out the answer to its question. When they all reassembled, each group read its question to the troop and *demonstrated* the correct answer. A window pole and a ruler served as the extra flags!

Everyone learned "O, Beautiful Banner" (words in the *Handbook;* music in *Sing Together*).

Mrs. Kay read the three choices in the Tenderfoot Out-of-Doors requirement and asked each girl to choose one. As they decided, she recorded each girl's choice. She urged those who had chosen the knife and the compass requirements to ask their fathers and brothers to help them before the next meeting. She asked the trail sign group to study the signs in their *Handbooks* during the next week.

Suggestions were given for materials needed to do these requirements. They decided that the map makers would need compasses, paper, and pencils; the trail sign group would need grass, sticks, and stones; and the knife group would need an orange crate or scrap wood, a broom, and a dustpan. Mrs. Kay told the trail sign group that if they couldn't find their materials, they could make these substitutions:

For a bunch of grass: a cone of paper fringed at the top.

For sticks: twisted rolls of paper.

For rocks: varying sizes of brown paper bags squashed almost flat with a little shredded newspaper inside.

CLOSING

The leaders had planned a folk dance, but there was not enough time for it.

Mrs. Kay reminded everyone that after the next meeting the troop registration forms would be filled out, so all parent consent forms and membership dues had to be in by then.

Volunteers conducted a flag ceremony. The troop tried repeating the Laws for the first time—more or less successfully.

"Taps."

CARRY-OVER FOR NEXT MEETING

Careful check on parent consent forms and national membership dues.

Tenderfoot requirements, especially No. 6b, the Out-of-Doors requirement.

A permission note to give to each girl for presentation at a Girl Scout equipment agency when she wants to buy her uniform.

FOURTH MEETING

PREMEETING

The leaders brought a large map of the world. The early birds put it up and stuck four big numbers in with pins, according to the following key:

1. South Africa—where Lord Baden-Powell was stationed when he taught his soldiers Scouting activities.

2. London—where Scouting for boys started in 1908 and for girls in 1909.

3. Savannah, Georgia—where Juliette Low started Girl Scouting in the United States and where her birthplace and the Girl Scout Museum are located.

4. Our town—where Troop 16 is being formed more than forty years later.

Mrs. Kay took attendance and collected troop dues. Then she checked the records with each girl for registration while Miss Bee refereed a balloon battle.

OPENING

No opening ceremony was held. The troop formed a circle with chairs and went right into the activity period.

MEETING ACTIVITIES

The girls sketched the history of Scouting briefly, as they had read it in their *Handbooks*. Miss Bee read several incidents from *Juliette Low and the Girl Scouts*. The girls located on the map the places mentioned in the story.

Mrs. Kay reviewed the three choices for the Out-of-Doors requirement and reminded each girl of the one she had selected the previous week. There were some girls who wanted to do all three, so Mrs. Kay pointed out that if each girl became a "specialist" in one, she could teach that one to the others. (The hike program at a later meeting was bursting with ideas from these work groups.)

A corner was set aside for each group with the materials it needed. In every group there was at least one girl who had been given help at home. She was asked to be the leader of her work group. Directions to the entire troop were: "Read the requirement. Read the material on it in your *Handbook* and study the pictures. Have the leader of the group read the instructions while the others try it step by step. Help each other until you can all do it." It worked!!!

The troop began plans for troop government. Mrs. Kay mentioned that they had now been together for four weeks and it was time they planned for a permanent setup for the troop and began to take even more share in running it.

Everyone joined in a discussion of the purpose of patrols and the Court of Honor and of how the patrol system works (see Chapter 5 in this book and Chapter 3 in the *Girl Scout Handbook*).

Miss Bee passed out pencils and paper and asked each girl to put her own name first and then the names of three people she would like to be with in a patrol, making it clear that these requests would be matched as nearly as possible. Then she collected the choices.

Mrs. Kay described the Girl Scout uniform and insignia and passed out the notes she had written giving the girls permission to purchase their uniforms before their investiture.

Clean-up.

CLOSING

The troop repeated the Girl Scout Laws in unison. Two girls told about incidents they had noticed in relation to "their Law." Mrs. Kay elaborated on their accounts, injecting the idea that the Promise and Laws are a yardstick to live by and that although we sometimes fail, we keep trying to measure up to them.

All formed the friendship circle and sang "When E'er You Make a Promise."

CARRY-OVER FOR NEXT MEETING

Forming patrols and electing patrol leaders.

Electing troop scribe and troop treasurer.

Follow-up on some outdoor activity.

Check on everybody meeting Tenderfoot requirements.

FIFTH MEETING

PREMEETING

Mrs. Kay did the usual checking and recording of dues and attendance.

The first three arrivals from the trail sign group went off with Miss Bee to lay a trail around the block (cutting through only those yards for which permission had been obtained in advance).

Four girls who had never been in a color guard practiced under the direction of previous color guard members.

Mrs. Kay checked with each girl on the progress she had made toward fulfilling the Tenderfoot requirements.

When the three girls returned from laying the trail, the troop divided into five groups, each of which left at three-minute intervals to follow the trail. The girls who had laid the trail went last to destroy the signs.

OPENING

Flag ceremony, with a successful repeating of the Laws by the whole troop.

MEETING ACTIVITIES

The leaders reminded the girls that it was time to begin to plan for the investiture and found that they were not all sure what "investiture" meant. After an explanation, the troop discussed: date, who should be invited, invitations, refreshments, and what they had learned that could be used for the program. Then they decided how many committees would be needed to carry out the job.

Miss Bee gave a *brief* review of the values of the patrol system. Then the girls discussed what made a successful patrol leader and a successful patrol member.

Mrs. Kay taught the girls "Peace of the River."

After Mrs. Kay read off the names of the girls in each patrol (based on the list the girls had made the previous week), she gave each group an envelope containing "sealed orders." The orders told each patrol to hold its first meeting and to elect a patrol leader and an assistant patrol leader. They also told the patrol leaders to make up a list of the patrol members' preferences for investiture committee jobs.

The patrols held their first meetings.

The troop came together to hear Miss Bee review the jobs

of the troop scribe and troop treasurer. Then the girls nominated and elected those two officers.

CLOSING

Mrs. Kay asked patrol leaders, troop scribe, and troop treasurer to stay for a few moments to settle the time for a Court of Honor meeting during the coming week.

The troop sang "Peace of the River" and "Taps."

CARRY-OVER FOR NEXT MEETING

Check on Tenderfoot requirements.

Work period for investiture committees.

Results of Court of Honor meeting.

COURT OF HONOR MEETING

The following meeting was held at Mrs. Kay's home during the week following election of the Court of Honor in Troop 16:

Mrs. Kay gave each patrol leader her *Patrol Record Book* and a list of names, addresses, and phone numbers of the girls in her patrol.

Patrol leaders set up their books and brought up to date the attendance and dues records of their patrol members.

The group decided on the duties of each of the investiture committees suggested at the last troop meeting.

Each patrol leader reported on the committee choice of her patrol. Despite the duplications, an assignment for each patrol was finally agreed upon.

Miss Bee worked out with the girls a step-by-step outline of the program for the day of the investiture. They checked it to find out exactly what people, equipment, and special preparations were needed and to see that all necessary jobs were assigned to one of the patrols.

On the basis of these assignments, Mrs. Kay and Miss Bee helped each patrol leader see what she would do at her first real patrol meeting. This led to a brief discussion among the whole group of the suggestions for patrol leaders in the *Patrol Leader's Handbook.*

Milk and cookies closed the meeting.

SIXTH MEETING

PREMEETING

To save time later in the meeting, the early arrivals helped Miss Bee cut out the insignia of the World Association of Girl Guides and Girl Scouts from blue and yellow paper.

The girls divided into two groups to play relays for practice in Tenderfoot skills. Each leader had an identical list of questions and a table with the necessary equipment. The first girl in each line ran up, heard her question, and either answered it immediately or ran back to her group for advice and then ran back to answer it. After answering it, she returned to the end of her line, tagging the next person as she went by. Some of the questions were:

Give the Girl Scout salute.

Make a "turn right" trail sign with rocks.

Set the table.

Show where to place the American flag when it is carried with two other flags. (The leaders had bought from the ten-cent store little flags stuck in gum drops so that they would stand up.)

OPENING

Mrs. Kay called the meeting to order without a ceremony and arranged the chairs in circle formation.

MEETING ACTIVITY

The troop caught its breath and enjoyed two rounds of the cookie box while three girls reported briefly on incidents they had noted in connection with "their" Laws.

Mrs. Kay reminded the girls that the real test of knowledge is being able to use it. Then she gave each patrol a sealed envelope which contained a situation to solve, making sure the girls understood what knowledge was being tested. She directed each group to read its situation aloud, check in the *Handbook* for help if necessary, and then decide what to do about it. Each patrol was given fifteen minutes to prepare to present a solution to the group.

The situations were:

1. Troop 16 has been asked to visit a new Brownie troop to tell it about the history of Girl Scouting. Make up a play of two scenes which you think will interest the Brownies.
2. The membership dues of one dollar, which you have just paid, goes to the national headquarters in New York City. Make as long a list as possible of the things you can have or do because of your membership in a national organization that you would not have in a local club.
3. Read the three lines introducing requirement No. 6 in the Tenderfoot rank. Dramatize the difference in the way you would do any one of the activities if you did and if you did not understand the Girl Scout Laws.
4. At the Juliette Low World Friendship Fund party all new Scouts will receive the pin of the World Association. How would you explain its meaning to guests?

The patrols presented their solutions.

Patrols held meetings at which the patrol leaders showed the girls the *Patrol Record Books,* took attendance, and collected troop dues. Each patrol leader discussed the investiture committee job which had been assigned her patrol by the Court of Honor and, according to the plans laid out at the Court of Honor meeting, worked out the details of the job with the patrol members.

The leaders suggested a quick general troop meeting to be sure that every girl saw the whole plan of the investiture as well as her patrol's part and to get suggestions for the wording of the invitations to outside guests.

Clean-up.

CLOSING

The meeting was late, so everyone just sang "Peace of the River" again in the friendship circle.

CARRY-OVER FOR NEXT MEETING

Final check on Tenderfoot requirements.

Committee work for the investiture.

Writing of the investiture invitations.

SEVENTH MEETING

PREMEETING

On arrival the girls made the rounds of three tables: one to write an investiture invitation for their guests, one to make a name tag for their guests, one to study an exhibit of the Intermediate uniform with the insignia correctly placed.

OPENING

A formal ceremony was carried out exactly as it would be done at the investiture the following week.

MEETING ACTIVITY

Patrols had meetings to work on committee jobs for the investiture. During this time, Mrs. Kay and Miss Bee checked with the girls one at a time about completion of the Tenderfoot requirements, understanding of the Promise, and ability to say the Promise and Laws.

The troop came together for a general meeting to review the plans for the following week. They went over the songs for the program, and the girls practiced how to introduce guests to the leaders, other girls to the guests.

The girls played two active games that suited their mood.

CLOSING

The leaders spoke briefly about how good it seemed that at the next meeting they would wear their uniforms and receive their pins so that everyone could see that they were Girl Scouts.

The closing ceremony was done exactly as it would be after the investiture the following week.

CARRY-OVER FOR NEXT MEETING

Final check with the patrol leaders during the week on their patrols' responsibility for the investiture.

EIGHTH MEETING

3:15 The Beaver Patrol arranged the refreshment table and the name tags for the mothers and other guests. The other patrols got themselves organized for their parts in the program.

3:30 Mothers and other guests arrived. Hostesses greeted them, saw that their coats were laid aside, and introduced them to one of the leaders. The guests got acquainted, acquired their name tags, and inspected the meeting room.

3:45 Chairs were arranged in horseshoe formation for guests and girls. The opening ceremony was per-

formed by the Pioneer Patrol. The leaders gave a few words of welcome, introduced the girls by patrols, and recognized the guests of each patrol. One of the girls explained that the program which the troop had planned was to show the guests what it had been doing during the past two months.

Tenderfoot requirements 1 through 5 were handled by the Gypsy Patrol. The girls read each requirement aloud and briefly demonstrated it or explained what the troop had done to meet it.

Tenderfoot requirements 6 through 9 were demonstrated by the Oak Patrol.

Mrs. Kay and Miss Bee conducted the candlelight investiture ceremony.

Mrs. Kay announced that the hostessing, decorations, and refreshments were handled by the Beaver Patrol.

Refreshments were served.

4:45 The guests and Scouts joined in a friendship circle and sang "Taps."

CARRY-OVER FOR NEXT MEETING

Evaluation of the investiture program.

Plans for the hike on Election Day.

Ideas for the future.

NINTH MEETING

PREMEETING

The girls directed games while Mrs. Kay stood by. Some of the girls joined Miss Bee at a table on which there were ten three-foot lengths of clothesline rope and several *Handbooks* open to the section on knot tying. Miss Bee was busy teaching herself the techniques.

OPENING

Mrs. Kay simply stopped the premeeting activities with the

raised-hand signal for quiet and the girls went directly to their patrol corners.

MEETING ACTIVITY

The patrols had fifteen minutes in which to discuss the investiture meeting and their parts in it. Each patrol listed for a report to the troop: (1) two things it felt were particularly successful about its part in the program and (2) two suggestions which would have made the job go more smoothly.

The patrols rejoined for a troop business meeting. The troop members heard the four points from each patrol and discussed as a group how they felt about the investiture meeting. The scribe collected the list of points from each patrol leader and took notes on troop discussion so that the reactions could be considered when planning future events.

Miss Bee summarized briefly how far the troop had come in eight meetings, the variety of things they had "tasted," the endless possibilities that lay ahead. She told the troop that at the next meeting they would start putting plans down on a program chart (see Chapter 6). As a warm-up for this planning, Miss Bee mentioned several future holiday dates, and the girls responded with activity suggestions which came quickly to their minds as being appropriate for those days. Then, using their *Handbooks,* they checked all Second Class activities in which they had already made some progress and looked over those they still had to do. The interest grew so high that the girls decided on the spur of the moment to have each patrol meet before the next troop meeting to pool their ideas for future programs.

The girls discussed where they wanted to go and what they wanted to do on the Election Day hike.

After so much sitting, the girls suggested playing quick games of "Crows and Cranes" and "Dodgeball." The Pioneer

Patrol prepared a closing ceremony while the others were playing.

CLOSING

The Beaver Patrol conducted a formal flag ceremony which included saluting the flag and repeating the Promise and Laws. In the friendship circle each person, beginning with Miss Bee and ending with Mrs. Kay, expressed one wish for Troop 16's first year. Then everyone sang "Peace of the River" and "Taps."

Patrol leaders remained for a fifteen-minute Court of Honor meeting to decide how to handle their patrol meetings during the week and how to list the suggestions gathered so that they could be used easily in program planning at the next troop meeting.

Hand signal

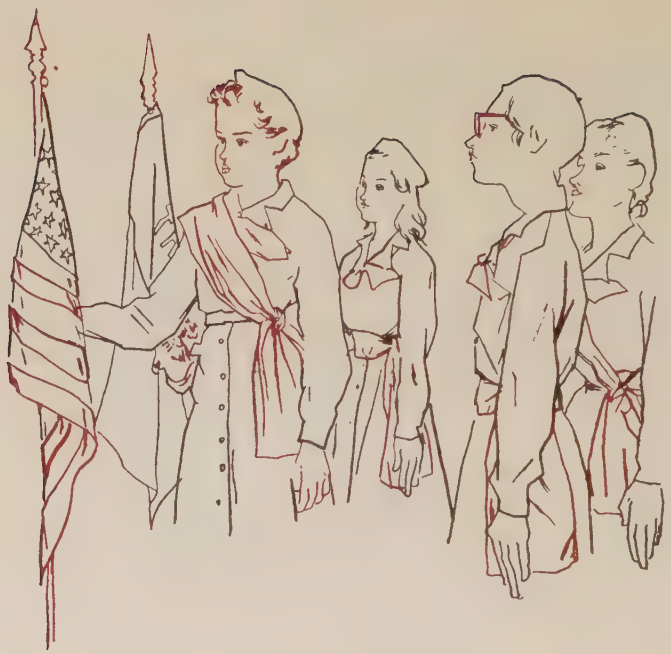
The hand signal is used in both troop and adult Girl Scout meetings to gain the attention of the group. When someone wants to make an announcement to the whole group, she simply raises her arm straight over her head. As soon as other people in the meeting notice the signal, they stop whatever they are doing and raise their arms too, until everyone in the room is quiet and attentive.

Friendship circle

The friendship circle symbolizes an unbroken chain of friendship. There is no one way to form the circle, but the following form is used by many Girl Scout troops:

Each person in the circle crosses her right arm over her left and clasps the hand of the person on either side of her.

Hands are held during the goodnight song and the closing words. Everyone drops hands and stands at attention when "Taps" is sung. Traditionally, the saying of "Goodnight, Scouts" while giving the Girl Scout sign or salute is the signal for the circle to break.



Flag ceremony

A flag ceremony is often used to open or close a troop meeting and as part of the ceremony of an investiture, Court of Awards, or graduation. The following suggestions are for the simplest type of flag ceremony and follow the pattern of the ceremony described in the *Girl Scout Handbook*. More extensive ceremonies are described in *Dramatics for Girl Scouts.**

The commands given to the color guard by the person leading the ceremony (technically, the color sergeant) vary somewhat in different organizations. Those shown in italics below are the ones usually used by Girl Scout groups.

* See "Books To Help," p. 271.

To begin the ceremony, troop members stand in a horseshoe formation. The person giving the commands stands at one of the open ends of the formation, on the side that makes it easier for her to see and direct the color guard. Those taking a special part in the ceremony, such as a song leader or a reader, stand beside the person leading the ceremony.

If the girls in the color guard (three girls if there is only one flag; four girls if there are two flags) are standing in the horseshoe with the troop, the person in charge gives the command: *Color guard, fall out.* At this signal the members of the color guard step out of the horseshoe and go to pick up the flags.

Before taking the flags from their stands, the color guard members line up before the American flag and, at a quiet command, *salute*, given by its bearer, they salute the flag in unison.

The bearer of the American flag steps forward and takes it from its stand, carrying it so that her left hand supports the end of the pole by her side and her right hand supports it at approximately shoulder height. Then, she steps back abreast with the other members of the guard. If there are other flags, their bearers step forward, lift them from their stands, and step back. When there is only one other flag, the American flag is carried on the right; when there are two others, the American flag is carried between them.

The color guard wheels to the right and marches to the open part of the horseshoe, facing the troop. During the following part of the ceremony the color guard stands at attention and takes no part in the singing or speaking.

The person giving the commands says: *Girl Scouts, the flag of your country, pledge allegiance.* Everyone then salutes and repeats the Pledge of Allegiance.

If "The Star-Spangled Banner" or another patriotic song is to be sung, the person in charge introduces it by saying: *We will now sing* (*number*) *stanzas of* (*name of song*). She

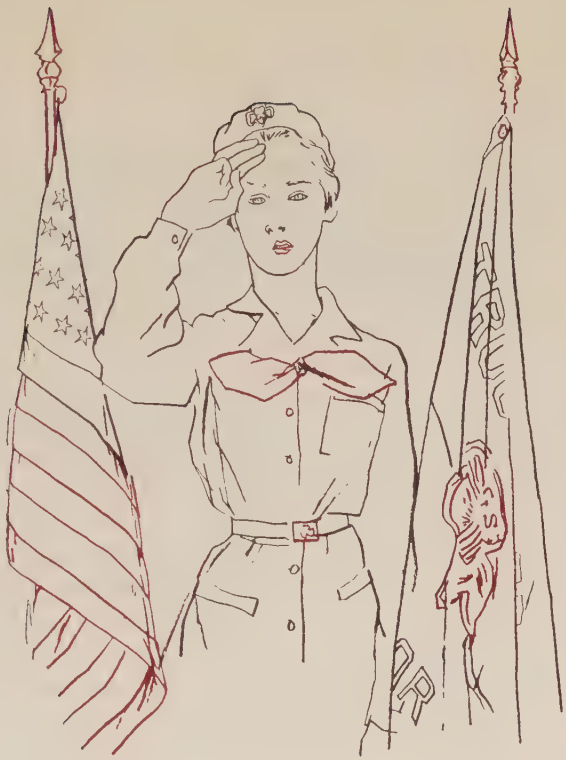
then gives the pitch and starts the song. Or, if there is a song leader, she steps forward after the announcement of the song to start and lead it.

A renewal of the Girl Scout Promise, and occasionally both the Promise and the Laws, may be included at this point in the ceremony. The person leading the ceremony announces: *We will now repeat our Girl Scout Promise (and Laws)*. Everyone then gives the Girl Scout salute and begins the Promise.

At the close of the ceremony, the color guard is given the command: *Color guard, post the colors* (place the flags in their stands in view of the audience), or *Color guard, retire the colors* (take the flags from the scene). The guard then wheels to the right and marches off to post or retire the flags. If the flags are being posted, the American flag is the last to be returned to its stand. When all the flags are returned to their stands, the color guard salutes the American flag and returns to the horseshoe formation. The person in charge then dismisses the formation.

Once girls become thoroughly familiar with the procedures, commands, and etiquette of a flag ceremony, they sometimes prefer to have all the announcements made at the beginning so that the smooth flow of the ceremony is not broken. The person in charge says: *Following the Pledge of Allegiance, we will sing (number) stanzas of (name of song) and then repeat the Girl Scout Promise and Laws.* The color guard is then directed by nods or unobtrusive hand signals, thus eliminating all spoken commands.

Uniform is not necessary for the color guard at simple troop meetings or camp ceremonies, although it is always appropriate. For a special occasion the members of the color guard should be in complete Girl Scout uniform, including the hat. They may also want to wear white gloves and red sashes. The flag bearers wear the sash over the right shoulder, tied at the left side with a square knot. The other members of the guard wear it around the waist, tied at the left side.



Investiture ceremonies

An investiture is a ceremony in which a girl makes her Girl Scout Promise, receives her membership pin, and officially becomes a member of the Girl Scouts.

An investiture ceremony should be simple and dignified. Each girl to be invested should understand the meaning and importance of the ceremony, although she should not become overemotional about it. She should understand what Girl Scouting is about and know what it means to make the Promise.

A troop may create its own investiture ceremony or adapt any of the following ones. Whatever kind of ceremony a troop has, however, it is important that every girl in the troop know what to expect beforehand. If any part of the program needs rehearsal, it should be done carefully in advance. Confusion, uncertainty spoil the dignity and joy of the occasion.

CANDLELIGHT INVESTITURE

The properties needed for this ceremony are: a small table, three large and ten small candles in holders, matches, a wooden or cardboard trefoil on which the Girl Scout Laws are written, a Girl Scout pin for each of the girls to be invested (unpinned for convenience in presentation).

The troop stands in a horseshoe formation. The leader begins the ceremony by talking about the meaning of investiture. She then lights the three large candles while explaining somewhat as follows:

"The three candles represent the Girl Scout Promise. This candle that I light shall shine as a symbol that Girl Scouts are true to God and their country. (She lights the first candle.)

"May the light of the second candle shine as a symbol that a Girl Scout's greatest desire is to serve. (Lights the second candle.)

"And may the light of the third candle shine as a symbol that Girl Scouts are true to their ideals as interpreted by the Girl Scout Laws. (Lights the third candle.)

"The trefoil, which is the Girl Scout emblem, lies before you. We will place before it ten candles representing the ten Laws."

Ten girls, chosen previously, come up to the table to recite the Laws one by one. Each one takes one of the small candles, lights it from a large candle, and, as she replaces it in the holder, recites the Law assigned to her. After each Law

is recited, the troop may want to sing the appropriate verse of the "Girl Scout Chant" (from *Sing Together* *).

The girls to be invested are then brought forward to the leader by their patrol leaders or other troop members. Each new girl is presented to the leader by one of the old troop members, who says: "(Name of girl) has completed the Tenderfoot requirements and wishes to become a Girl Scout." If more than four or five girls are to be invested at one time, it is advisable to have them brought up to the leader in several groups rather than all at one time. If the troop is new and all the members are being invested at once, the girls may stay in their places in the horseshoe while the leader moves from one girl to the next.

The leader says to each girl: "Do you know what it means when you say 'on my honor'?" The girl answers in her own words.

The leader then asks her: "On your honor, will you try to do your duty to God and your country, to help other people at all times, and to obey the Girl Scout Laws?" The girl then makes her Promise while both she and the leader give the Girl Scout salute.

The leader then pins the trefoil to the knot of the girl's tie and says: "This pin tells everyone that you are a Girl Scout. I know you will wear it proudly."

The leader and the girl then give the Girl Scout handshake (shaking hands with the left hand while saluting with the right) as the leader says: "Welcome to the Girl Scout organization and to Troop (22)."

After all the new troop members have been invested, the leader says to the whole group: "Girl Scouts, may 'the three gold leaves the trefoil wears and the threefold message that it bears' give you, as you start your Scouting, the feeling that you are entering into a comradeship that will bring you joy as you work together, play together, and seek together. To-

* See "Books To Help," p. 271.

day in every land this trefoil emblem points the way to brotherhood, friendliness, and good citizenship."

The invested girls then return to their places in the horseshoe. All the girls in the troop repeat the Promise together and sing "When E'er You Make a Promise" (from the *Girl Scout Handbook*).

TRAIL INVESTITURE

Some troops prefer to have their investiture ceremonies outdoors. One popular outdoor ceremony is the investiture which is held at the end of a trail after the girls have successfully followed that trail.

Before the ceremony begins, the trail is marked by the members of the troop who are already Girl Scouts. The clues for following the trail may be the trail signs learned for Tenderfoot rank. Or they may be drawings, poems, and pictures representing each of the Girl Scout Laws. Or the trail may be based on a nature hunt or a treasure hunt.

The ceremony begins with all the girls to be invested setting out to follow the trail. When they have successfully identified each of the clues, the trail should lead them to a clearing or some other appropriate setting for the investiture itself.

When all the girls reach the end of the trail, the whole troop gathers to repeat the Promise and Laws. Each girl to be invested then makes her Promise and receives her pin in a simple ceremony.

FLY-UP CEREMONY

Brownie Scouts ready to become Intermediate Scouts may be invested in a joint ceremony between the two troops. This "fly-up" ceremony is used to signify the Brownies' continuous membership in the Girl Scout organization.

The Intermediate troop's part in a fly-up ceremony is to welcome its new members from the Brownie troop and to invest them as Girl Scouts. Suggestions for conducting fly-up ceremonies may be found in the *Leader's Guide to the Brownie Scout Program.**

* See "Books To Help," p. 271.

Court of Awards

A Court of Awards is the occasion at which the symbols for the ranks and badges completed by the girls are presented to them and recognition of other achievements is made. The ceremony usually climaxes the troop's activities and may be held at any time after rank or badge requirements have been completed. Program consultants, troop committee members, and members of the girls' families are often invited to the ceremony.

After an opening ceremony the main part of the program usually begins with a demonstration or explanation of the skills learned by the girls as they completed their ranks and badges. A member of each rank and badge group may be chosen to give this report to the guests.

Then the leaders begin the presentations of the symbols

and pins. The leader and the assistant leader of the troop usually supplement each other during this part of the program. They may either divide the presentations equally, or each may present the badges to the groups with which she has worked most closely.

By way of explanation, the leader may introduce each badge presentation by saying something like the following:

"The cast of our dramatized ballad has demonstrated a few of the skills they learned while earning the Minstrel badge. The girls in this group are: (names of girls). Will those girls come forward to receive their badges."

"Our room arrangement, decorations, refreshments, and hostessing duties were handled by the girls working on the Hospitality badge. Will the following girls please come forward to receive their badges: (names of girls)."

"Ten of our troop members attended our day and established camps this past summer. The interests they developed in camp resulted in their completing the following badges: the Adventurer badge by (names of girls); the Campcraft badge by (names of girls); and the Outdoor Cook badge by (names of girls). Will those girls come forward."

"Every girl in the troop has benefited from the special interest which Jane Jones has developed in music. She accompanied our minstrels when they needed her help and played for our practice sessions in square dancing. Both Mrs. Brown, her consultant, and the other girls in the troop feel that she has earned her Musician badge. Jane, will you come up please."

As each badge or pin is presented, it is customary for the leader and the girl to salute each other and, at the same time, to shake hands with their *left* hands, while the leader makes an appropriate congratulatory remark. Confusion is avoided if one leader or a program consultant holds the symbols and hands them one at a time to the other leader to give to each girl *after* the salute.

Following all the presentations, the leader usually says a

few words in conclusion, perhaps urging the girls to keep using their new skills. The program may end there, or it may continue with a group activity, refreshments, and a closing friendship circle for the girls and the guests.

Scouts' Own

A Scouts' Own is an inspirational program planned by girls and their leaders, stressing the spiritual values of Girl Scouting. Unlike the Scouts' Own ceremonies held in many countries of the World Association of Girl Guides and Girl Scouts, in the United States it is not a religious service.

A Scouts' Own may be held indoors or out, at any time of day. Although it has become most closely associated with camps, a Scouts' Own is equally fitting as an intertroop observation of a special occasion or as an ending for a troop

meeting or a day hike. When camping, the ceremony is usually held on Sunday but never at a time that conflicts with religious services.

A quiet setting with no distractions is important in creating the proper mood for the occasion. The program should include a definite opening or closing, but otherwise it may be as simple as singing a song or listening to a poem while watching a sunset. A longer program may include music, poetry, a story, or a talk directed to a part of the Promise or to one of the Girl Scout Laws. *Dramatics for Girl Scouts* * describes several different kinds of ceremonies you may use as a basis for planning a Scouts' Own.

* See "Books To Help," p. 271.

Graduation

The form of a graduation ceremony must be adapted to the situation in the troop. If the girls are not going on to Senior Scouting, their graduation may be combined with an end-of-season Court of Awards. It may be a cook-out or an informal dinner. It may be held along with an investiture for new members of the troop. The girls enjoy it most if they plan it themselves.

If the girls are going on to a Senior troop, their graduation may be more formal. The ceremony should include both recognition by the Intermediate troop of the girls' past contribution and a welcome from the Seniors.

A capping ceremony may be used if the graduation is a joint Intermediate troop–Senior troop affair. In this ceremony each graduating girl receives the best wishes of her

Intermediate troop, leaves its circle, and is met and welcomed by a member of the Senior troop, who officially introduces her to the Senior leader. Then the new Senior removes her Girl Scout beret and is "capped" with the Senior hat by the Senior troop leader.

When only a few of the girls in a troop are graduating into a Senior troop, the other Intermediate troop members may want to present as a gift to the graduating members a diploma-like scroll with a record of each girl's Intermediate program achievements. Or the troop may want to present each of them with the Senior handbook, *Senior Girl Scouting.*

When the entire troop and its leaders are graduating into Senior Scouting, their Senior membership investiture ceremony may serve as their graduation.

Books to help

The following books may be ordered directly from National Equipment Service, Girl Scouts of the U.S.A., 830 Third Avenue, New York 22, N.Y.

Books to help every Intermediate leader get her troop underway and keep it running:

Blue Book 1956 (free to each new leader; additional copies free upon request to Membership Services)

Girl Scout Handbook ($1)

The Girl Scout Uniform and Insignia (free to each new leader; additional copies 7 cents apiece)

Safety-Wise (free to each new leader; additional copies 20 cents apiece)

Patrol Leader's Handbook (10 cents)

Patrol Record Book (10 cents)

Troop Records and Reports (with notebook binder, $1.60; refills without binder, $1)

Girl Scout Publications Catalog and *Equipment Catalog* (free

to each leader; additional copies upon request to Membership Services)

Basic program books:

Games for Girl Scouts (35 cents)
Sing Together—A Girl Scout Song Book (50 cents)
Dramatics and Ceremonies for Girl Scouts ($1.50)
Exploring the Hand Arts (65 cents)
Hiking—In Town or Country (30 cents)
Leader's Nature Guide (35 cents)
Summer Troop Program (20 cents)
Your Own Book of Campcraft (35 cents)
The American Girl ($3 a year; $5 for two years; special Girl Scout troop rate: $1.50 for one year if 5 or more are ordered at the same time)

The titles of these program books are self-explanatory, but for descriptions see the *Publications Catalog.* The catalog also describes other, more advanced program books. The first two books on the list are almost a must for new leaders.

Supplementary handbooks:

Working with the Handicapped (75 cents)
Brownie Scout Handbook (50 cents)
Leader's Guide to the Brownie Scout Program ($1)
Senior Girl Scouting ($1)

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